

**BOARD OF EDUCATION**

Portland Public Schools  
**REGULAR MEETING**  
June 23, 2015

**Board Auditorium**

Blanchard Education Service Center  
501 N. Dixon Street  
Portland, Oregon 97227

**Note:** Those wishing to speak before the School Board should sign the public comment sheet prior to the start of the meeting. No additional speakers will be accepted after the sign-in sheet is removed, but testifiers are welcome to sign up for the next meeting. While the School Board wants to hear from the public, comments must be limited to three minutes. All those testifying must abide by the Board's Rules of Conduct for Board meetings.

Public comment related to an action item on the agenda will be heard immediately following staff presentation on that issue. Public comment on all other matters will be heard during the "Public Comment" time.

*This meeting may be taped and televised by the media.*

**AGENDA**

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|----|--|---------|
| 1. | <b><u>SUPERINTENDENT'S REPORT</u></b>  | 6:00 pm |
| 2. | <b><u>STUDENT TESTIMONY</u></b>  | 6:20 pm |
| 3. | <b><u>PUBLIC COMMENT</u></b>   | 6:35 pm |
| 4. | <b><u>AMENDMENT NO. 4 TO 2014-15 BUDGET</u></b> – <i>action item</i>   | 6:55 pm |
| 5. | <b><u>ADOPTION OF 2015-16 BUDGET</u></b> – <i>action item</i>  | 7:10 pm |
| 6. | <b><u>LEADERSHIP AND ENTREPRENEURSHIP</u></b><br><b><u>PUBLIC CHARTER HIGH SCHOOL CLOSURE</u></b> – <i>action item</i> | 7:40 pm |
| 7. | <b><u>NAMING RIGHTS FOR FAUBION / CONCORDIA PROJECT</u></b><br>- <i>action item</i>                                    | 7:50 pm |
| 8. | <b><u>BUSINESS AGENDA</u></b>  | 8:20 pm |
| 9. | <b><u>ADJOURN</u></b>  | 8:35 pm |

**Portland Public Schools Nondiscrimination Statement**

Portland Public Schools recognizes the diversity and worth of all individuals and groups and their roles in society. The District is committed to equal opportunity and nondiscrimination based on race; national or ethnic origin; color; sex; religion; age; sexual orientation; gender expression or identity; pregnancy; marital status; familial status; economic status or source of income; mental or physical disability or perceived disability; or military service.



## Board of Education

### Superintendent's Recommendation to the Board

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**Board Meeting Date:** June 23, 2015

**Executive Committee Lead:**

Yousef Awwad, CPA, Chief Financial Officer

**Department:** Finance

**Presenter/Staff Lead:**

David Wynde, Deputy Chief Financial Officer &  
Budget Director

Sara Bottomley, Assistant Budget Director

**Agenda Action:**     Resolution     Policy

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<b>SUBJECT: Amendment No. 4 to 2014/15 Budget</b>
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#### BRIEF SUMMARY AND RECOMMENDATION

This is the fourth amendment to the 2014/15 budget. There are two primary elements to this amendment:

1. It provides for the Board to appropriate funds to implement the \$1.77 million arbitration award authorized by the Board on May 26, 2015, in Resolution No. 5095.
2. It reflects the proposed "carry-over" of funds from 2014/15 to 2015/16 in a number of cases where expenditures for approved programs and plans will not be completed before June 30, 2015.

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#### BACKGROUND

A more detailed history of actions on the 2014/15 budget is outlined in the recitals section of the draft resolution attached to this staff report.

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#### RELATED POLICIES / BOARD GOALS AND PRIORITIES

Board Policy 8.10.030-AD, "Budget Reallocations – Post Budget Adoption," establishes the guidelines to ensure consistent and detailed communication on fiscal issues between the Superintendent and the Board.

Oregon Local Budget Law, ORS 294.471, allows budget changes after adoption under prescribed guidelines.

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<b>Reviewed and Approved by Superintendent</b>
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A handwritten signature in cursive script, appearing to read "Carrie Smith".

## **PROCESS / COMMUNITY ENGAGEMENT**

There was substantial process leading up to the adoption of the budget for 2014/15 on June 23, 2014. The actions taken by the Board to provide direction to staff earlier this fiscal year were discussed and voted on at public meetings on September 23, October 14, and November 25, 2014; and January 27, February 10, March 9, and May 26, 2015.

This action was the subject of a staff report reviewed with the Board on June 15, 2015, when a draft of the resolution was also presented.

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## **ALIGNMENT WITH EQUITY POLICY IMPLEMENTATION PLAN**

The PPS budget for 2014/15 was developed to be in alignment with the PPS Racial Educational Equity Policy. The Citizen Budget Review Committee stated in its report to the Board that "This budget puts us intentionally on the path to improve outcomes for our historically underserved students, thereby improving outcomes for all students."

Several of the expenditures that are being carried over into 2015/16 are part of the \$7.5 million one-time spending plan that was developed to be in alignment with the Racial Education Equity Policy. These specific investments that reflect differentiation of resources include support for virtual scholars, summer school and credit recovery expansion, Beyond Diversity training, and AVID training.

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## **BUDGET / RESOURCE IMPLICATIONS**

### Fund 101 – General Fund

#### Expenditures

Overall expenditures are reduced in this amendment by \$3.5 million. This is the net result of an increase of \$1.965 million to cover the costs of the arbitration award - \$1.77 million in additional pay plus associated payroll costs and a reduction of \$5.5 million because of the carry-over of funds into next year.

The carry-over includes funds budgeted for curriculum materials adoption (\$2.6 million), for musical instruments, library books, and PE equipment (\$1.4 million), summer programs (\$0.8 million), support for CTE and AVID (\$0.4 million) and various facilities projects (\$0.3 million). These are approved plans and programs where the timing of activity is such that the funds will not be expended until after June 30, 2015.

#### Debt Service & Transfers Out

There is a nominal increase of \$14,000, which covers the shortfall in federal interest subsidy for debt service on the Recovery Zone bonds in Fund 320. The federal government has reduced the subsidy as part of its sequestration actions.

#### Contingency

As a result of all of the actions described above there is a corresponding net increase of \$3.5 million to Contingency.

**Reviewed and Approved by  
Superintendent**



### Impact on 2015/16 Budget

In the 2015/16 budget the beginning fund balance will be increased by \$3.5 million, expenditures will be increased by \$5.5 million with the balance a reduction in unassigned contingency, which currently (in the approved budget) is at 3.0%. When these changes to 2014/15 are rolled forward to 2015/16 (in the adopted budget that is due to come to the board on June 23) the unassigned contingency for 2015/16 is going to be close to 2.6%.

### Fund 205 – Grants Fund

The changes in Fund 205 are a technical move to ensure adequate appropriation levels for Enterprise & Community Services and an offsetting reduction in Support Services. This is the first and only amendment to the budget for this fund since adoption of the budget in June 2014.

### Fund 320 – Full Faith and Credit Debt Service Fund

The reduction in Federal Sources and increase in Other Sources is the increased transfer from the General Fund to offset the lower federal interest subsidy.

### Fund 404 – Construction Excise Tax

The changes in this fund reflect the higher level of proceeds received year-to-date (funds are paid to PPS quarterly).

### Fund 450 – GO Bonds Fund

The changes in this fund include an additional appropriation of \$400,000 for Support Services and an offsetting reduction in contingency to ensure adequate appropriation to cover the costs of bond issuance, owner-controlled insurance program (OCIP) and arbitrage evaluation and reporting.

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### **NEXT STEPS / TIMELINE / COMMUNICATION PLAN**

This is the final amendment to the 2014/15 budget and will be processed upon Board approval. The budget, as amended, will be the 2014/15 budget numbers in the 2015/16 adopted budget, when that is published.

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### **ATTACHMENTS**

Resolution

**Reviewed and Approved by  
Superintendent**





# Board of Education

## Superintendent's Recommendation to the Board

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**Board Meeting Date:** June 23, 2015

**Executive Committee Lead:** Yousef Awwad,  
Chief Financial Officer

**Department:** Finance/Budget

**Presenter/Staff Lead:** David Wynde,  
Deputy Chief Financial Officer & Budget Director  
Sara Bottomley, Assistant Budget Director

**Agenda Action:**     Resolution     Policy

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<b>SUBJECT: Adoption of 2015/16 Budget and Imposition of Taxes</b>
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### BRIEF SUMMARY AND RECOMMENDATION

The Board of Education is asked to complete the actions necessary to legally impose property taxes for the upcoming fiscal year 2015/16 and to adopt the budget for the fiscal year 2015/16.

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### BACKGROUND

Under ORS 294.428, local budget law, jurisdictions are required to adopt the future fiscal year budget by June 30 of the current fiscal year. In addition, by these actions the governing board will also impose the appropriate property taxes and determine appropriation levels within the budget.

On March 9, 2015 the Superintendent presented a framework and staffing plan for the 2015/16 budget to the Board and on April 14, 2015 the Superintendent proposed a budget for Portland Public Schools for the 2015/16 fiscal year and delivered her budget message to the Board and to the community.

On May 26, 2015, the Board – acting as the budget committee – approved the 2015/16 budget and imposed taxes by passage of Resolution no. 5094. In addition, the Board passed Resolution No. 5097, which directed the Superintendent to develop an investment plan once the legislature has finalized its appropriation to the State School Fund. The legislature has not finalized this appropriation as of June 17, 2015.

Upon approval the budget was submitted to the Tax Supervising Conservation Commission (TSCC) for review and approval. The TSCC is required to hold a public hearing on the approved budget. This hearing is scheduled for June 23, 2015, immediately preceding the board meeting.

There are minimal changes in the adopted budget compared to the budget approved by the board, sitting as the budget committee, on May 26, 2015.

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<b>Reviewed and Approved by Superintendent</b>
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## **BUDGET / RESOURCE IMPLICATIONS**

### **General Fund (Fund 101):**

The changes to the general fund budget reflect the decisions made in Amendment No. 4 to the 2014/15 budget, which included the impact of an arbitration award paid in June 2015 and plans for “carry-over” of expenditures from 2014/15 to 2015/16.

Beginning fund balance is increased by \$3.5 million: the net effect of \$5.5 million of carry-over partially offset by the \$2 million total cost of the arbitration award.

Expenditures are \$5.5 million higher because of the carry-over.

Contingency is \$2 million lower than in the adopted budget. Unassigned contingency is 2.6% of total expenditures in this adopted budget.

### **GO Bonds Debt Service Fund (Fund 350):**

As a technical correction, the \$726,000 shown in the approved budget as operating contingency is moved to ending fund balance.

### **Construction Excise Tax (Fund 404):**

Both revenues and expenditures are increased by \$1.2 million to be more in line with recent experience for collections.

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## **RELATED POLICIES / BOARD GOALS AND PRIORITIES**

An adopted budget is necessary to ensure effective financial management of the district's programs and priorities, and to remain in compliance with state budget law. Specifically, the District is required to ensure legal appropriation of expenditures by program area, as defined in the state chart of accounts.

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## **PROCESS / COMMUNITY ENGAGEMENT**

There has been substantial community engagement in the budget process this year.

During the process of budget development the superintendent and her staff held meetings with stakeholder partners on budget priorities this past winter including the Coalition of Communities of Color, the Superintendent's Student Advisory Committee, the Achievement Compact Advisory Committee, the District Employee Leadership Stakeholder Team and the Citizen Budget Review Committee.

The board heard presentations on a number of budget topics during the course of the year in public board meetings and work sessions, including:

- \* September 9, 2014 on dual language immersion
- \* September 23, October 14 and December 16, 2014 on updates to the 2014/15 budget, additional investments in programs and services, and contingency levels
- \* December 2, 2014 on multiple pathways to graduation
- \* January 6, 2015 on special education

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Superintendent**



- \* January 20, 2015 on budget priorities and dual language immersion; and on an amendment
- \* February 3, 2015 on high school graduation rates and the work of the high school action team
- \* February 10, 2015 on additional investment options for 2014/15 and appropriate contingency levels
- \* February 17, 2015 on school staffing priorities
- \* February 24, 2015 on funded programs
- \* March 3, 2015 on information technology

The Superintendent presented a preview of and framework for her proposed budget and reviewed school staffing plans on March 9, 2015 at a public meeting and then proposed her budget on April 14, 2015.

The Board, acting as the budget committee, held two public hearings – one of which was conducted in both Spanish and English – prior to voting to approve the budget on May 26, 2015. At this meeting the Board also passed a resolution directing the Superintendent to develop an investment plan once the legislature has finalized its appropriation to the State School Fund.

The Citizen Budget Review Committee (CBRC), composed of community representatives, met beginning in October 2013, received presentations from PPS staff, and reviewed the proposed budget and reported to the Board on its findings on May 12, 2015.

#### **ALIGNMENT WITH EQUITY POLICY IMPLEMENTATION PLAN**

The Racial Education Equity policy states that “to achieve educational equity, PPS will provide additional and differentiated resources to support the success of all students, including students of color”.

There are a number of ways in which the budget for 2015/16 puts this differentiation of resources into effect including:

- The equity component in school staffing allocations will continue at 8% for a second year. PPS will distribute 4% of FTE based upon socio-economic status and 4% of FTE based upon the number of historically underserved students.
- Addition of half-time educational assistants in all kindergarten classes in schools where more than 50% of the student population is historically underserved.
- For the addition of media specialists to all K-5, K-8 and middle schools, the allocation was differentiated such that all schools with a historically underserved population of more than 70% received the allocation of a full-time media specialist; all other schools were allocated a half-time position.
- Adding transportation for a number of dual immersion programs to improve equity of access.
- Increasing funding for school climate, restorative practices, Beyond Diversity training and programs
- Expansion of AVID program(s) that serve significant numbers of students
- Maintaining services that serve significant numbers of students of color by replacement of expiring grant funding for attendance casework support, wrap around services in several high schools.

#### **NEXT STEPS / TIMELINE / COMMUNICATION PLAN**

Upon the vote by the Board, staff will complete and publish the budget document for 2015/16, will file this document with all necessary authorities, will post the document on the PPS website,

**Reviewed and Approved by  
Superintendent**



and will communicate with county tax assessors to ensure that they have the information necessary to levy taxes.

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**ATTACHMENTS**

- A. Resolution to Impose Taxes and Adoption of the FY 2015/16 Budget for School District No. 1J, Multnomah County, Oregon

Reviewed and Approved by  
Superintendent







# Board of Education Informational Report

## MEMORANDUM

**Date:** June 11, 2015

**To:** Board of Directors

**From:** Kristen Miles, Charter Schools Program Director

**Subject:** Closure of Leadership and Entrepreneurship Public Charter High School (LEP)

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As you know, LEP Charter High School will be closing at the end of this school year due to severe financial instability.

Since March, 2014, PPS Charter Schools and Accounting staff have been meeting regularly with LEP staff and board members to discuss LEP's financial situation and recovery plans. Unfortunately, due to declining enrollment and shortfalls in fundraising goals, LEP's financial situation continued to deteriorate, and PPS issued an off-cycle payment in January, 2015 to avoid the threat of a mid-year closure due to a severe cash flow crisis.

In mid-March, 2015, LEP presented a plan to PPS for the 2015-18 school years, which included a request for 100% pass-through funding for the next two years. The plan did not address, however, how LEP would clear its existing deficit (estimated at -\$180,918), and PPS informed LEP that we would proceed with steps toward termination for financial insolvency unless LEP determined that it would voluntarily close.

On March 17, the Board of KOREducators (which operates LEP) voted to close LEP at the end of the 2014-15 school year.

Of critical importance in this process is both LEP's and PPS's support of LEP students and families. We remain committed to ensuring that students can finish this school year at LEP, and to supporting their transitions to new schools for next year. As such, PPS has extended support to LEP in two major ways:

1. To ensure that staff are paid so that the school can remain open for the remainder of the year, PPS is covering the gap between LEP's State School Fund allocation and its payroll expenses for the remainder of the year. The total amount that PPS will cover is currently estimated to be approximately \$200,000.
2. PPS has employed a full time counselor to work with individual students and families to support students as they explore options for next year. This counselor is located at LEP, and is working in partnership with LEP's counselors, Reconnection Services, the Charter Schools Office, and the Special Education Department to facilitate students' transitions to new schools.

The Charter Schools Office continues to work closely with LEP, ODE, and other PPS departments to ensure that all required organizational tasks are completed, including the mandatory distribution of LEP's assets after closure. The relationship with LEP remains strong, and all parties are working on behalf of students. LEP held Prom in mid-May, a Senior BBQ last week, and will be having graduation on Saturday, June 13. Despite the unfortunate necessity of the school's closure, we do anticipate a positive end to the school year and a smooth transition for LEP's students.



# Board of Education

## Staff Report to the Board

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**Board Meeting Date:**

June 23, 2015

**Executive Committee Lead:**

C.J. Sylvester, Chief of School Modernization

**Department:**

Office of School Modernization

**Presenter/Staff Lead:**

Erik Gerding, Project Director

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<b>SUBJECT: Naming of Portions of the new PPS Faubion PK-8/Concordia University College of Education Facility Funded by Concordia University</b>
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### BACKGROUND

Portland Public Schools (PPS) and Concordia University (Concordia) have an ongoing partnership that brings the resources of Concordia and its Student Service Corps to Faubion students. The partnership enhances the academic success of Faubion students and provides an opportunity for in-classroom experience for Concordia's College of Education students and volunteers. Additionally, the partnership provides assistance with the Schools Uniting Neighborhoods (SUN) program, nursing students support school nurse services, volunteers for the SMART program, and a shared use of facilities including the recently completed library at Concordia.

PPS and Concordia entered into a Pre-development Agreement in September 2013 that created the framework for a joint master planning process. The Faubion Design Advisory Group (DAG), District & Concordia staff, Faubion families, potential wrap around service providers, neighboring St. Michael's church, and community members were involved in developing the plan.

The Board of Education approved the preferred Master Plan in April of 2014 and directed staff to continue work on the project. PPS and Concordia negotiated the Disposition and Development Agreement (DDA) which included the full commitment by Concordia to contribute \$15.51M and land toward construction of the project. The DDA was executed on April 14, 2014.

During this time Concordia has diligently worked on fundraising for their financial commitment to the 3 to PhD initiative at Faubion. Throughout this fundraising effort a number of upstanding members of the community have expressed interest in supporting the project financially. In recognition of these significant financial gifts it is often customary to name a portion of the project or building after those providing such gifts.

Staff has working closely with Concordia during this process and recommends the Board of Education authorize the Superintendent to convene a committee, as detailed in Administrative Directive 2.20.011-AD, to review and approve names proposed for portions of the building funded by Concordia University and its donors. The authority given by the Board to the Superintendent's committee in this regard will help ensure a streamlined process and an effective and efficient fundraising campaign for our Concordia University partners.

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<b>Reviewed and Approved by Executive Committee Lead</b>
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## **RELATED POLICIES / BOARD GOALS AND PRIORITIES**

1. Board Policy 2.10.010-P Racial Education Equity Policy
2. Board Policy 2.20.010-P Naming School District Property

## **PROCESS / COMMUNITY ENGAGEMENT**

Concordia, Faubion administration, and District staff have been involved together throughout development of the 3 to PhD initiative at Faubion. At multiple public meetings, such as the Design Advisory Group, Design Workshops and Open Houses at both Faubion and Concordia we have communicated to the community that potential significant donations may come from individuals, foundations, and companies in support of the project.

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## **ALIGNMENT WITH EQUITY POLICY IMPLEMENTATION PLAN**

An effective fundraising effort by Concordia University will ensure the success and full completion of the new Faubion PK-8 school facility. Inherent in the Master Plan and design of the facility is aligned with the PPS Racial Educational Equity Policy.

In particular the following goals set out in Board Policy 2.10.010-P are integrated into this project:

**A.** The District shall provide every student with equitable access to high quality and culturally relevant instruction, curriculum, support, facilities and other educational resources, even when this means differentiating resources to accomplish this goal.

**F.** The District shall welcome and empower students and families, including underrepresented families of color (including those whose first language may not be English) as essential partners in their student's education, school planning and District decision-making. The District shall create welcoming environments that reflect and support the racial and ethnic diversity of the student population and community. In addition, the District will include other partners who have demonstrated culturally-specific expertise -- including government agencies, non-profit organizations, businesses, and the community in general -- in meeting our educational outcomes.

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## **BUDGET / RESOURCE IMPLICATIONS**

In this case, significant financial gifts to Concordia University on behalf of the 3 to PhD initiative at Faubion are more likely to be successful if naming authority is streamlined through a Superintendent's committee.

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## **NEXT STEPS / TIMELINE / COMMUNICATION PLAN**

Upon approval by the Board, the next steps will be to (1) actively engage with the Concordia University Foundation's key fundraising personnel to identify potential donors and naming possibilities within the project, and (2) establish a review committee to consider any proposed names of portions of the new facility being funded by Concordia University.

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## **ATTACHMENTS**

- A. Naming Administrative Directive



## 2.20.011-AD Procedures for Naming School District Property and Focus Options

Board Policy 2.20.010-P Naming School District Property and Programs set forth criteria and conditions for naming and renaming property and focus options.

The Communications Department will be responsible for assisting schools in naming and re-naming efforts in accordance with Board Policy 2.20.010-P and this Administrative Directive. Proposals for naming/renaming should be sent to the Superintendent with a copy to the Director of Communications. The Communications Department will ensure that the procedural requirements of the policy and Administrative Directive are satisfied.

The procedure for application of those criteria and conditions in naming and renaming a school facility, other District facilities and focus options shall take place in the following manner:

### I. Definitions

For the purpose of this Administrative Directive the following definitions will apply:

- (1) **School**. An institution with a separate organizational structure that has an assigned administrator and site council, a teaching staff, budget and curriculum that meets state content standards. A school has educational programs that lead to students earning CIM or CAM and a high school diploma. (See also Board Policy 6.10.022-P)
- (2) **School Facility**. The physical plant, or building housing a school including but not limited to the playgrounds, athletic fields and parking lots.
- (3) **Areas within a School Facility**. Spaces and rooms inside and out, including, but not limited to classrooms, auditoriums, gymnasiums, administrative offices, halls, and cafeterias, athletic fields, playgrounds, parking lots.

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- (4) **Non-School Facility**. Physical plant or building housing District offices which support schools.
  - (5) **Focus Option**. A separate Board-recognized school or program structured around a unique curriculum or a particular theme.
  - (6) **Public Charter School**. An elementary, middle or secondary school that offers a comprehensive instructional program, operating under a written agreement entered into between a sponsor and applicant.
  - (7) **New Naming**. Procedure used when naming previously non-existing schools, school facilities, non-school facilities, school conversions or focus options.
  - (8) **Re-Naming**. Procedure used when changing the name of an existing school, school facility, non-school facility, or focus option.
  - (9) **School Conversions**. New schools resulting from division of one existing school into more than one separate and distinct school.
  - (10) **Board Leadership**. The chair or co-chairs of the School Board.

## II. **New Naming**

- (1) **School Facilities**
  - (a) At the direction of the Superintendent, the Communications Department will select a naming committee at the appropriate time after a decision has been made to construct a new school facility.
  - (b) The committee shall consist of at least one community member from the immediate community served by the facility, the Principal, staff (at least one teacher and one classified employee) and at least one student.
  - (c) The charge of the committee will be to submit a list of three to five names for the facility to the

Superintendent or designee.

- (d) The committee, in conjunction with the Communications Department, will set a timeline for choosing a name in a timely fashion, consistent with the schedule to open the school.
- (e) The committee, working with the Communications Department, will notify community groups, and the staff and students and parents of affected schools about the naming process.
- (f) The committee will make available a method for interested parties to comment via US mail, email or telephone.
- (g) The committee may hold public meeting(s) to hear comment from community members, parents, prospective students, and staff.
- (h) The committee will ensure that the names selected meet the criteria outlined in Board Policy 2.20.010-P. Consideration will be given to the historical background of the name to ensure that it is not associated with activities that are in conflict with the District's mission, goals and policy of non-discrimination.
- (i) On or before the conclusion of their timeline, the Communications Department and the committee will forward to the Superintendent or designee the list of three to five names, a description of the process used to determine the names, the extent of support for the names in the school and neighborhood communities and a brief rationale for each name.
- (j) The Communication Department, at the direction of the Superintendent or designee, will bring the proposal, along with a recommendation to the appropriate Board Committee for their consideration and recommendation to the full Board. The full Board will vote on the Board Committee's recommendation. The decision of the Board will be final.

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(2) **Areas Within a School Facility**

- (a) Requests to name an area within a school facility (i.e. the library, gymnasium, playing field) will be received by the Principal of the school.
- (b) The request should be supported by a rationale and indication of staff, student, parent and community support for the naming.
- (c) The Principal shall notify the Area Director of the request and a decision will be made whether or not to proceed with the naming.
  - (A) The decision to proceed will be based upon evaluation of the request and rationale relative to Board Policy 2.20.010-P.
  - (B) If the Principal and Area Director decide not to proceed, a letter outlining the reason will be sent to the proposer(s).
- (d) If a decision is made to proceed, the Principal will form a committee. The committee shall consist of at least one community member from the immediate community served by the facility, the Principal, staff (at least one teacher and one classified employee), and at least one student.
- (e) The committee will set a time line to receive comment from the school staff, students, parents and the neighborhood community.
- (f) The committee will notify the school community and neighborhood community through the school newsletter, flyers and/or the local newspaper of a proposal to name a part of the existing school facility.
- (g) Opportunity for comment via US mail or email as well as telephone will be made available.
- (h) In evaluating the proposed name(s), consideration will be given to the historical background of the name to ensure that it is not associated with activities that are



in conflict with the District's mission, goals and policy of non-discrimination.

- (i) The committee will hold a meeting to consider the proposal and any comments from the school community or the surrounding community. After consideration, the committee will vote on the proposal.
- (j) The Principal will forward the committee's decision through the Area Director to the Communications Director. The Communications Department will ensure that the procedural requirements of the BP 2.20.010-P and this administrative directive are satisfied. The recommendation will be forwarded to the Superintendent of designee.
- (k) The Superintendent's approval or non-approval will be final.
- (l) The Superintendent or designee, in conjunction with the Communications Department and Facilities Management shall develop and make available to schools guidelines and specifications concerning signs or markers placed on school facilities and campuses to honor persons or acknowledge entities for which areas within the school are named. Unless otherwise agreed to by the Superintendent or designee, the cost of signs or markers or any other cost associated with the naming will be the obligation of the individual school.

**(3) Non-School Facilities**

- (a) The Communications Department, at the direction of the Superintendent or designee, shall select a naming committee at the appropriate time after a decision has been made to construct or convert a new non-school facility.
- (b) The committee shall consist of at least one community member from the community served by the facility, one administrator, one teacher, one classified

employee and the Superintendent or designee.

- (c) The charge of the committee will be to submit a list of three to five names to the School Board for consideration.
- (d) The committee will set a time line consistent with the schedule to open the non-school facility.
- (e) The committee, working with District communications, will notify community groups, employee groups and District administrative staff about the naming process.
- (f) The committee will make available a method for interested parties to comment via US mail, email, or telephone.
- (g) The committee may hold public meeting(s) to hear comment from community members, employee groups, and administrators.
- (h) The committee will ensure that the names selected meet the criteria outlined in Board Policy 2.20.010-P. Consideration will be given to the historical background of the name to ensure that it is not associated with activities that are in conflict with the District's mission, goals and policy of non-discrimination.
- (i) On or before the conclusion of their timeline, the committee along with the Communications Department will forward to the Superintendent or designee the list of three to five names, a description of the process used to determine the names, the extent of support for the names in the various communities and a brief rationale for each name.
- (j) The Communication Department, at the direction of the Superintendent or designee, will bring the proposal, along with a recommendation to the appropriate Board Committee for their consideration and recommendation to the full Board. The full Board will vote on the Board Committee's recommendation.

The decision of the Board will be final.

(4) **Areas within Non-School Facilities**

- (a) Requests to name areas within non-school facilities, accompanied by a statement of rationale and financial impact, will be received by the Director of Communications who will ensure that this directive has been satisfied. The proposal will then be forwarded to the Superintendent or designee.
- (b) The Superintendent or designee and the School Board leadership will evaluate the request based upon the criteria established in Board Policy 2.20.010-P and make a decision whether or not to proceed with the request.
- (c) If the decision is not to proceed, the Superintendent or designee will notify the proposer of the decision and the reason for the decision.
- (d) If the decision is to proceed, the Communication Department, at the direction of the Superintendent or designee, will bring the renaming proposal, rationale and recommendation of the Superintendent and Board leadership to the appropriate Board Committee.
- (e) The full Board will vote on the Board Committee's recommendation. The decision of the Board will be final.

(5) **Focus Options**

- (a) Proposals for new Focus Options presented to the School Board for recognition will include a recommendation for the name as part of the proposal
- (b) The recommendation for a name will include a rationale based upon Board Policy 2.20.010-P. Consideration will be given to the historical background of the name to ensure that it is not associated with activities that are in conflict with the District's mission, goals and policy of non-

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discrimination.

- (c) The recommendation will also include a statement regarding the level of student, staff and parental support for the proposed name and a description of how that support was determined.
- (6) **Schools in Conversion** When a decision is made to initiate conversion of an existing school into at least two separate, distinct schools, the procedure for naming the new schools will be that outlined in this Administrative Directive under New Naming School Facilities.

### III. Naming as a Result of Gifts

- (1) Proposals to name new facilities or parts of existing facilities may be considered as part of the contract negotiations in acceptance of a significant monetary gift.
- (2) Names proposed must be in keeping with the criteria established in Board Policy 2.20.010-P.
- (3) The proposed name will be reviewed by a committee including, but not limited to, the Superintendent or designee, General Counsel, Board Leadership and the Principal (if the name affects an existing school facility). Consideration will be given to the historical background of the name to ensure that it is not associated with activities that are in conflict with the District's mission, goals and policy of non-discrimination.
- (4) If the committee recommends the name proposal, the Communications Director, at the direction of the Superintendent or designee, will prepare the Board resolution to accept the donation and include the recommendation for the proposed name.
- (5) The decision of the School Board is final.

### IV. Renaming


- (1) The Superintendent or designee may receive proposals to rename school or non-school facilities from individuals, petitions, chosen committees, or other representative

groups.

- (2) The proposal must comply with the criteria specified in Board Policy 2.20.010-P and contain:
  - (a) Documentation of the level of neighborhood and school community support (if a school facility) and the process used to determine that support.
  - (b) Documentation that consideration will be given to the historical background of the name to ensure that it is not associated with activities that are in conflict with the District's mission, goals and policy of non-discrimination.
  - (c) A fiscal impact statement and suggested methods of covering the expense of the name change.
- (3) Principals receiving requests for name changes shall notify their Area Director and the Communications Department regarding a proposed name change for their school.
- (4) The Communications Department will ensure that the requirements of this directive have been satisfied. The proposal for a name change will be sent to the Superintendent or designee.
- (5) The Communication Department, at the direction of the Superintendent or designee, will bring the renaming proposal, rationale and recommendation of the Superintendent and Board leadership to the appropriate Board Committee.
- (6) The Board Committee will consider the proposal and the recommendation.
  - (a) The Board Committee may reject the proposal and instruct the Superintendent or designee to inform the proposers regarding the action and the reason; or
  - (b) The Board Committee may recommend the proposal to the full Board for consideration.

- (7) The School Board will consider the proposal, gathering additional information and holding public hearings, as they deem necessary.
- (8) The decision by the School Board is final.

History: Board Policy 2.20.010-P

Approved	
	6-20-2005
Vicki Phillips, Superintendent	_____ Date



# Board of Education Informational Report

## **MEMORANDUM**

**Date:** June 17, 2015

**To:** Members of the Board of Education

**From:** Tony Magliano, Chief Operating Officer

**Subject:** Appointing Sara King to the Board of Directors for the New Columbia Youth Center Condominium.

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## **PURPOSE**

The New Columbia Youth Center Condominium Owners Association (Association) is controlled by a Board of Directors, appointed by the Board. One of those Directors retired on June 30, 2014 and his vacancy must be filled. The Superintendent is recommending the Board appoint Sara King, Director of Planning and Asset Management to the Association's Board of Directors to represent the interests of the District.

## **BACKGROUND**

Rosa Parks School was constructed in 2005 utilizing New Market Tax Credits and other resources. The New Markets Tax Credits financial structure required that the school be owned by the New Columbia Community Campus Corporation (N4C). In 2012, N4C sold the school to the New Columbia Youth Center Condominium, to be jointly owned by PPS and the Boys and Girls Club. The condominium includes three units: Unit One is the Boys and Girls Club; Unit Two is the Ancillary School Unit and Unit Three is the School Unit. PPS owns both Units Two and Three.

The condominium is controlled by the New Columbia Youth Center Condominium Owners Association (Association). The Association is controlled by a Board of Directors, with each unit entitled to a board member. Therefore, PPS has two director positions appointed by the Board: one held by David Wynde, Deputy Chief Finance Officer and another by Bob Alexander, Director of Planning and Asset Management. Mr. Alexander has retired and his board position must be replaced. Sara King succeeded Mr. Alexander as Director of Planning and Asset Management.

## **RELATED POLICIES / BOARD GOALS AND PRIORITIES**

The development of the Rosa Parks School is considered to be a model of creative partnerships, leveraging limited district dollars to build a quality school in a cooperative environment. The adopted Long Range Facility Plan encourages developing partnerships, particularly those which support enhanced community uses.

## **ALIGNMENT WITH EQUITY POLICY IMPLEMENTATION PLAN**

The Rosa Parks School incorporated the latest educational philosophy when it was constructed in 2006. Such philosophy included co-locating community services with a school, a philosophy which is being replicated in the Faubion/Concordia school partnership. Rosa Parks School serves a high minority population (87%) as well as a high percentage of students on free and reduced meals (95%).



BOARD OF EDUCATION  
SCHOOL DISTRICT NO. 1J, MULTNOMAH COUNTY, OREGON

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Personnel

The Superintendent RECOMMENDS adoption of the following items:

Numbers 5102 and 5103

**RESOLUTION No. 5102**

Election of Probationary Administrators (Full-time)

**RECITAL**

On the advice of the Chief Human Resources Officer, the Superintendent recommends that the administrator(s) listed below be elected as (a) Probationary Administrator(s).

**RESOLUTION**

The Board of Education accepts the Superintendent’s recommendation, and by this resolution hereby elects as Probationary Administrator(s) for the school year 2013-14 the following person(s), subject to the employment terms and conditions set out in the standard form contract approved by legal counsel for the District and to be placed on the applicable Salary Guide that now exists or is hereafter amended:

*Full-time*

<b>First</b>	<b>Last</b>	<b>ID</b>
Kathleen	Gaitan	006761
Jocelyn	Bigay	017339

S. Murray

**RESOLUTION No. 5103**

Appointment of Temporary Teachers and Notice of Non-renewal

**RESOLUTION**

The Board of Education accepts the recommendation to designate the following persons as temporary teachers for the term listed below. These temporary contracts will not be renewed beyond their respective termination dates because the assignments are temporary and District does not require the teachers' services beyond completion of their respective temporary assignments.

<b>First</b>	<b>Last</b>	<b>ID</b>	<b>Eff. Date</b>	<b>Term Date</b>
Aarika	Elwer	024213	3/9/2015	6/15/2015
Nathan	Emerson	021442	3/2/2015	6/15/2015
Yara	Khoja	024403	4/16/2015	6/15/2015
Carol	Lane	006990	4/9/2015	6/15/2015
Kelly	Lumbard	023702	4/7/2015	6/15/2015
Brittney	McAleer	021997	3/9/2015	6/15/2015
Linda	Morgan	004595	3/9/2015	6/15/2015
Karin	Reese	023593	3/16/2015	6/15/2015
Della	Schiebold	004089	4/4/2015	6/15/2015

S. Murray

Purchases, Bids, Contracts

The Superintendent RECOMMENDS adoption of the following items:

Numbers 5104 and 5105

**RESOLUTION No. 5104**

Revenue Contracts that Exceed \$25,000 Limit for Delegation of Authority

**RECITAL**

Portland Public Schools (“District”) Public Contracting Rules PPS-45-0200 (“Authority to Approve District Contracts; Delegation of Authority to Superintendent”) requires the Board of Education (“Board”) to enter into and approve all contracts, except as otherwise expressly authorized. Contracts exceeding \$25,000 per contractor are listed below.

**RESOLUTION**

The Superintendent recommends that the Board approve these contracts. The Board accepts this recommendation and by this resolution authorizes the Deputy Clerk to enter into agreements in a form approved by General Counsel for the District.

**NEW REVENUE CONTRACTS**

<b>Contractor</b>	<b>Contract Term</b>	<b>Contract Type</b>	<b>Description of Services</b>	<b>Contract Amount</b>	<b>Responsible Administrator, Funding Source</b>
Native American Youth and Family Center	07/01/15 through 08/10/17	Revenue Agreement R 6XXXX	Foster Site – Early Learning Academy and Longhouse – Cost sharing agreement for architectural services	\$229,377	T. Magliano Fund 438 Dept. 5597 Project J0218

**NEW INTERGOVERNMENTAL AGREEMENTS / REVENUE (“IGA/Rs”)**

<b>Contractor</b>	<b>Contract Term</b>	<b>Contract Type</b>	<b>Description of Services</b>	<b>Contract Amount</b>	<b>Responsible Administrator, Funding Source</b>
Portland State University	6/15/2015 through 9/30/2015	Intergovernmental Revenue Agreement IGA/R 61895	Provide the funding for summer work to prepare instructors and students for SY 2015-2016 Senior Inquiry course.	\$25,000	A. Lopez Fund 299

**AMENDMENTS TO EXISTING REVENUE CONTRACTS**

No Amendments to Existing Revenue Contracts

Y. Awwad

**RESOLUTION No. 5105**

Expenditure Contracts that Exceed \$150,000 for Delegation of Authority

**RECITAL**

Portland Public Schools (“District”) Public Contracting Rules PPS-45-0200 (“Authority to Approve District Contracts; Delegation of Authority to Superintendent”) requires the Board of Education (“Board”) enter into contracts and approve payment for products, materials, supplies, capital outlay, equipment, and services whenever the total amount exceeds \$150,000 per contract, excepting settlement or real property agreements. Contracts meeting this criterion are listed below.

**RESOLUTION**

The Superintendent recommends that the Board approve these contracts. The Board accepts this recommendation and by this resolution authorizes the Deputy Clerk to enter into agreements in a form approved by General Counsel for the District.

**NEW CONTRACTS**

<b>Contractor</b>	<b>Contract Term</b>	<b>Contract Type</b>	<b>Description of Services</b>	<b>Contract Amount</b>	<b>Responsible Administrator, Funding Source</b>
CDW Government	6/24/2015	Purchase Order PO 125907	Technology refresh of desktops, laptops, docking stations and computer accessories for use by Columbia Regional Programs.	\$204,277	H. Adair Fund 205 Dept. 5430 Grant G1342
Apple Computers, Inc.	6/24/2015	Purchase Order PO 126105	Technology refresh of iPads, iMacs, MacBooks and computer accessories for use by Columbia Regional Programs.	\$190,025	H. Adair Fund 205 Dept. 5430 Grant G1342
Enome Inc. dba Goalbook	6/1/2015 through 6/1/2018	Software SW 61847	Special Education specific software. Three-year agreement for Goalbook toolkit and software licenses.	\$210,000	M. Goff Fund 205 Dept. 5414 G1421
Baker & Taylor, LLC	6/25/2015 through 6/30/2016	Materials M 6XXXX	Pricing agreement for the purchase of school library materials on an as-needed basis.  RFP 2015-1947	\$200,000	M. Goff Various
Hertzberg-New Method, Inc., dba Perma-Bound Books	6/25/2015 through 6/30/2016	Materials M 6XXXX	Pricing agreement for the purchase of school library materials on an as-needed basis.  RFP 2015-1947	\$400,000	M. Goff Various
Mackin Book Company, dba Mackin Educational Resources	6/25/2015 through 6/30/2016	Materials M 6XXXX	Pricing agreement for the purchase of school library materials on an as-needed basis.  RFP 2015-1947	\$200,000	M. Goff Various
Follett School Solutions, Inc.	6/25/2015 through 6/30/2016	Materials M 6XXXX	Pricing agreement for the purchase of school library materials on an as-needed basis.  RFP 2015-1947	\$400,000	M. Goff Various

Mountain States Networking via Cisco Systems	4/15/2015 through 5/31/2019	Co-operative COA 61767	Provision of Cisco Network	Not-to-exceed \$5,000,000	J. Klein Various
JLD, Inc. (dba cleandango.com)	6/12/2015 through 6/11/2016	Service Requirements SR 61878	District wide – Provide gymnasium and stage floor refinishing services. RFP No. 2014-1865	\$225,000	T. Magliano Fund 101 Dept. 5593
Carleton Hart Architecture, P.C.	7/1/2015 through 8/10/2017	Architectural Services ARCH 6XXXX	Foster Site – Early Learning Academy and Longhouse – architectural services RFP No. 2015-1905	\$759,097	T. Magliano Fund 438 & 404 Dept. 5597 Project J0218 & X0119
To Be Determined – Pending results of ITB#2015-1969	7/1/2015 through 12/31/2015	Construction C 6XXXX	Lane – Interior and exterior tenant improvement for the Head Start program. ITB No. 2015-1969	Not-to-exceed \$160,000	T. Magliano Fund 438 Dept. 5597 Project J0191
To Be Determined – Pending results of ITB#2015-1925 Bids due 6/18/15	7/1/2015 through 12/31/2015	Construction C 6XXXX	Sitton – Build a foundation and run all utilities to install a two classroom wet modular. ITB No. 2015-1925	Not-to-exceed \$350,000	T. Magliano Fund 438 Dept. 5597 Project J0187

### NEW INTERGOVERNMENTAL AGREEMENTS (“IGAs”)

No New IGAs

### AMENDMENTS TO EXISTING CONTRACTS

Contractor	Contract Amendment Term	Contract Type	Description of Services	Amendment Amount, Contract Total	Responsible Administrator, Funding Source
Frontline Technologies Group, LLC	7/1/2015 through 6/30/2016	Personal Services PS 58263 Amendment 5	Annual subscription fee for AESOP Subfinder.	\$29,988 \$151,155	J. Klein Fund 101 Dept. 5581
Andrew-Scott LLC	7/1/2015 through 6/30/2016	Software SW 60833 Amendment 1	Annual licensing, maintenance and support for Enterprise Scenario Planning budgeting software. RFP #2012-1457	\$30,000 \$151,000	J. Klein Fund 101 Dept. 5581

Y. Awwad

Other Matters Requiring Board Approval

The Superintendent RECOMMENDS adoption of the following items:

Numbers 5106 through 5114



## RESOLUTION No. 5106

### Amendment No. 4 to the 2014/15 Budget for School District No. 1J, Multnomah County, Oregon

#### RECITALS

- A. On June 23, 2014 the Board of Education (“Board”), by way of Resolution No. 4934, voted to adopt an annual budget for the Fiscal Year 2014/15 as required under Local Budget Law.
- B. Board Policy 8.10.030-AD, “Budget Reallocations – Post Budget Adoption,” establishes the guidelines to ensure consistent and detailed communication on fiscal issues between the Superintendent and the Board.
- C. Oregon Local Budget Law, ORS 294.471, allows budget changes after adoption under prescribed guidelines.
- D. On September 23, 2014 the Board, by way of Resolution No. 4961 directed the superintendent to use the higher than budgeted beginning fund balance to increase school staffing and support by \$3.5 million immediately, to develop plans for additional investment in support of the District’s strategic priorities, and to increase uncommitted contingency to 4.5%. All of which changes were to be detailed in a budget amendment to be presented to the Board in January 2015 after completion of the audit of the FY 2013/14 financial statements of the District.
- E. As follow up action, on October 14, 2014 the Board, by way of Resolution No. 4970, directed the superintendent to implement plans that included \$3.5 million in ongoing commitments and \$2.85 million in one-time investments in support of the three priorities:
  - a) Ensuring all students are reading at benchmark by the end of third grade;
  - b) Improving high school graduation and completion rates; and,
  - c) Eliminating disproportionality in out of school discipline between white students and students of color, and reducing out of school discipline for all students by 50 percent.The plans also included \$3.15 million in additional strategic one-time investments to improve outcomes for PPS students and effective operations.
- F. On November 25, 2014 the Board, by way of Resolution No. 4991, voted to approve Amendment No. 1 to the annual budget for the Fiscal Year 2014/15. Amendment No. 1 increased the amount transferred from Fund 101 – the General Fund - to Fund 438 – the Facilities Capital Project Fund - by \$1,775,000, and appropriated those funds for Facilities Acquisition and Construction. This increase was part of the \$3.15 million in additional strategic one-time investments to improve outcomes for PPS students and effective operations in the October 14 plans. The transfer was required prior to the full January budget amendment in order for facilities work to begin as soon as possible.
- G. On January 27, 2015 the Board, by way of Resolution No. 5013, voted to approve Amendment No.2 to the annual budget for the Fiscal Year 2014/15. Amendment No. 2 formally effected the actions outlined in Resolutions Nos. 4961 and 4970 where the Board directed the Superintendent to include the changes outlined in those resolutions in an amendment to the 2014/15 budget in January 2015.
- H. Amendment No.2 revised beginning fund balances to reflect the FY 2013/14 financial statements of the District; increased general fund revenues based upon information about actual property tax rates and values; and reduced some budgeted general fund expenditures after “fall balancing” to reflect information not available at the time of the adopted budget, e.g. actual teacher salaries and renewal rates for employees’ health care benefit plans.

- I. On February 10, 2015 the Board, by way of Resolution No. 5018, voted to direct the Superintendent to implement a plan to use \$7.5 million on programs and services. The Board also directed the Superintendent to include the full details of these changes in a subsequent budget amendment to the 2014/15 budget, which was likely to be presented to the Board for approval in May 2015 after the completion of the second issuance of bonds under the \$482 million capital bond authorization approved by voters in November 2012.
- J. On March 9, 2015 the Board, by way of Resolution No. 5041, authorized the issuance and sale of up to \$275 million in principal amount of general obligation bonds to pay for capital costs as described in the ballot measure for the 2012 Bond Election.
- K. On April 30, 2015 the District closed the sale of \$275 million principal amount of bonds.
- L. On May 26, 2015 the Board, by way of Resolution No. 5093, voted to approve Amendment No. 3 to the 2014/15 budget. Amendment No.3 reflected the actions authorized and directed under resolutions. Nos. 5018 and 5041. The amendment also included updated estimates for local revenue in 2014/15 and for the 2013/14 state school fund reconciliation.
- M. This Amendment No. 4 further revises the annual budget for FY 2014/15 under ORS 294.471 guidelines, which state the budget may be amended at a regular meeting of the governing body.
- N. Amendment No. 4 adjusts program allocations for funds to more accurately reflect intended expenditures, in light of Resolution No. 5095 approved by the Board on May 26, 2015, and also the need to provide funds in 2015/16 for financing of approved plans and programs that will not be completed before June 30, 2015.
- O. Expenditures in one fund (Fund 404 – Construction Excise Tax) will be changed by more than 10% under this amendment. Local budget law requires a public hearing on this change. A public hearing occurred prior to Board action.
- P. The superintendent recommends approval of this resolution.

### **RESOLUTION**

- 1. Having held a public hearing on this amendment as required under local budget law, the Board hereby amends budgeted expenditure appropriation levels as summarized by Fund and Appropriation Level in Attachment A for the fiscal year beginning July 1, 2014.

*D. Wynde / Y. Awwad*

**ATTACHMENT "A" TO RESOLUTION No. 5106**  
**Amendment 4 for the 2014/15 Budget**

**Schedule of Changes in Appropriations and Other Balances**

<b>Fund 101 - General Fund</b>	<b>Adopted Budget</b>	<b>Amendment #1</b>	<b>Amendment #2</b>	<b>Amendment #3</b>	<b>Change Amount</b>	<b>Amendment #4</b>
<b>Resources</b>						
Beginning Fund Balance	34,861,148	34,861,148	51,673,785	51,673,785	-	51,673,785
Local Sources	284,215,500	284,215,500	292,615,500	294,615,500	-	294,615,500
Intermediate Sources	12,723,555	12,723,555	12,713,555	12,713,555	-	12,713,555
State Sources	202,972,088	202,972,088	198,298,066	192,448,066	-	192,448,066
Federal Sources	-	-	-	-	-	-
Other Sources	100,000	100,000	100,000	100,000	-	100,000
<b>Total</b>	<b>534,872,291</b>	<b>534,872,291</b>	<b>555,400,906</b>	<b>551,550,906</b>	<b>-</b>	<b>551,550,906</b>

<b>Requirements</b>						
Instruction	304,391,929	304,391,929	297,798,072	300,555,524	(2,590,613)	297,964,911
Support Services	200,679,551	200,679,551	207,909,908	208,574,834	(947,690)	207,627,144
Enterprise & Community Services	1,815,169	1,815,169	1,926,466	1,926,466	-	1,926,466
Facilities Acquisition & Construction	-	-	-	-	-	-
Debt Service & Transfers Out	6,834,433	8,609,433	10,339,429	14,409,429	-	14,409,429
Contingency	21,151,209	19,376,209	37,427,031	26,084,653	3,538,303	29,622,956
Ending Fund Balance	-	-	-	-	-	-
<b>Total</b>	<b>534,872,291</b>	<b>534,872,291</b>	<b>555,400,906</b>	<b>551,550,906</b>	<b>-</b>	<b>551,550,906</b>

<b>Fund 205- Grants Fund</b>	<b>Adopted Budget</b>	<b>Amendment #1</b>	<b>Amendment #2</b>	<b>Amendment #3</b>	<b>Change Amendment</b>	<b>Amendment #4</b>
<b>Resources</b>						
Beginning Fund Balance	-	-	-	-	-	-
Local Sources	2,351,187	2,351,187	2,351,187	2,351,187	-	2,351,187
Intermediate Sources	155,000	155,000	155,000	155,000	-	155,000
State Sources	16,483,855	16,483,855	16,483,855	16,483,855	-	16,483,855
Federal Sources	49,311,701	49,311,701	49,311,701	49,311,701	-	49,311,701
Other Sources	-	-	-	-	-	-
<b>Total</b>	<b>68,301,743</b>	<b>68,301,743</b>	<b>68,301,743</b>	<b>68,301,743</b>	<b>-</b>	<b>68,301,743</b>

<b>Requirements</b>						
Instruction	42,924,447	42,924,447	42,924,447	42,924,447	-	42,924,447
Support Services	23,156,015	23,156,015	23,156,015	23,156,015	(700,000)	22,456,015
Enterprise & Community Services	2,221,281	2,221,281	2,221,281	2,221,281	700,000	2,921,281
Facilities Acquisition & Construction	-	-	-	-	-	-
Debt Service & Transfers Out	-	-	-	-	-	-
Contingency	-	-	-	-	-	-
Ending Fund Balance	-	-	-	-	-	-
<b>Total</b>	<b>68,301,743</b>	<b>68,301,743</b>	<b>68,301,743</b>	<b>68,301,743</b>	<b>-</b>	<b>68,301,743</b>

<b>Fund 320 - Full Faith and Credit Debt Service Fund</b>	<b>Adopted Budget</b>	<b>Amendment #1</b>	<b>Amendment #2</b>	<b>Amendment #3</b>	<b>Change Amendment</b>	<b>Amendment #4</b>
Resources						
Beginning Fund Balance	-	-	-	-	-	-
Local Sources	-	-	-	-	-	-
Intermediate Sources	-	-	-	-	-	-
State Sources	-	-	-	-	-	-
Federal Sources	188,062	188,062	188,062	188,062	(14,000)	174,062
Other Sources	1,115,559	1,115,559	1,115,559	1,115,559	14,000	1,129,559
<b>Total</b>	<b>1,303,621</b>	<b>1,303,621</b>	<b>1,303,621</b>	<b>1,303,621</b>	<b>-</b>	<b>1,303,621</b>

Requirements						
Instruction	-	-	-	-	-	-
Support Services	-	-	-	-	-	-
Enterprise & Community Services	-	-	-	-	-	-
Facilities Acquisition & Construction	-	-	-	-	-	-
Debt Service & Transfers Out	1,303,621	1,303,621	1,303,621	1,303,621	-	1,303,621
Contingency	-	-	-	-	-	-
Ending Fund Balance	-	-	-	-	-	-
<b>Total</b>	<b>1,303,621</b>	<b>1,303,621</b>	<b>1,303,621</b>	<b>1,303,621</b>	<b>-</b>	<b>1,303,621</b>

<b>Fund 404 - Construction Excise Fund</b>	<b>Adopted Budget</b>	<b>Amendment #1</b>	<b>Amendment #2</b>	<b>Amendment #3</b>	<b>Change Amount</b>	<b>Amendment #4</b>
Resources						
Beginning Fund Balance	10,732,029	10,732,029	13,003,153	13,003,153	-	13,003,153
Local Sources	3,011,000	3,011,000	3,011,000	3,011,000	2,400,000	5,411,000
Intermediate Sources	-	-	-	-	-	-
State Sources	-	-	-	-	-	-
Federal Sources	-	-	-	-	-	-
Other Sources	-	-	-	-	-	-
<b>Total</b>	<b>13,743,029</b>	<b>13,743,029</b>	<b>16,014,153</b>	<b>16,014,153</b>	<b>2,400,000</b>	<b>18,414,153</b>

Requirements						
Instruction	-	-	-	-	-	-
Support Services	-	-	-	-	-	-
Enterprise & Community Services	-	-	-	-	-	-
Facilities Acquisition & Construction	13,743,029	13,743,029	16,014,153	16,014,153	2,400,000	18,414,153
Debt Service & Transfers Out	-	-	-	-	-	-
Contingency	-	-	-	-	-	-
Ending Fund Balance	-	-	-	-	-	-
<b>Total</b>	<b>13,743,029</b>	<b>13,743,029</b>	<b>16,014,153</b>	<b>16,014,153</b>	<b>2,400,000</b>	<b>18,414,153</b>

Fund 450 - GO Bonds Fund	Adopted Budget	Amendment #1	Amendment #2	Amendment #3	Change Amount	Amendment #4
Resources						
Beginning Fund Balance	90,794,310	90,794,310	90,466,520	90,466,520	-	90,466,520
Local Sources	400,000	400,000	400,000	725,000	-	725,000
Intermediate Sources	-	-	-	-	-	-
State Sources	-	-	-	-	-	-
Federal Sources	-	-	-	-	-	-
Other Sources	-	-	-	308,211,833	-	308,211,833
<b>Total</b>	<b>91,194,310</b>	<b>91,194,310</b>	<b>90,866,520</b>	<b>399,403,353</b>	<b>-</b>	<b>399,403,353</b>
Requirements						
Instruction	-	-	-	-	-	-
Support Services	435,600	435,600	435,600	1,461,047	400,000	1,861,047
Enterprise & Community Services	-	-	-	-	-	-
Facilities Acquisition & Construction	59,187,841	59,187,841	58,860,051	59,615,818	-	59,615,818
Debt Service & Transfers Out	-	-	-	-	-	-
Contingency	31,570,869	31,570,869	31,570,869	338,326,488	(400,000)	337,926,488
Ending Fund Balance	-	-	-	-	-	-
<b>Total</b>	<b>91,194,310</b>	<b>91,194,310</b>	<b>90,866,520</b>	<b>399,403,353</b>	<b>-</b>	<b>399,403,353</b>

## RESOLUTION No. 5107

### Impose Taxes and Adoption of the FY 2015/16 Budget for School District No. 1J, Multnomah County, Oregon

#### RECITALS

- A. Oregon Local Budget Law, ORS 294.428, requires each legal jurisdiction's Budget Committee approve a budget and specify *ad valorem* property tax rate for all funds.
- B. The Board of Education ("Board") appointed a Citizen Budget Review Committee ("CBRC") to review the Proposed Budget and current year expenditures of the existing Local Option Levy. The CBRC acts in an advisory capacity to the Board.
- C. On May 12, 2015, the Budget Committee received testimony and a report on the current year Local Option Levy expenditures, and testimony and budget recommendations from the CBRC.
- D. On May 26, 2015, by way of Resolution No. 5094, and under the provisions of Oregon Local Budget Law (ORS Ch. 294), the Budget Committee for School District No. 1J, Multnomah County, Oregon ("District"), approved the FY 2015/16 budget and imposed taxes.
- E. Oregon Local Budget Law, ORS 294.431, requires submission of the budget document to the Tax Supervising Conservation Commission ("TSCC") by May 15 of each year. Portland Public Schools ("PPS") applied for, and was granted an extension to this deadline, and submitted the PPS budget to TSCC as required.
- F. The TSCC held a public hearing on the Approved Budget on June 23, 2015.
- G. ORS 457.010(4)(a)(D) provides the opportunity for a school district to exclude from urban renewal divide-the-taxes that amount with a statutory rate limit on July 1, 2003, that is greater than \$4.50 per \$1,000 of assessed value, to the extent that the rate limit was increased under section 11 (5)(d), Article XI of the Oregon Constitution and, property tax revenue from said increase is excluded from local revenues, as that term is used in ORS Chapter 327, and provided that the school district notifies the county assessor of the rate to be excluded for the current fiscal year not later than July 15.
- H. Portland Public Schools has a statutory rate limit that in is in excess of the \$4.50 limitation that includes an increase under section 11 (5) (d), Article XI of the Oregon Constitution.

#### RESOLUTION

1. The District's Board of Education hereby adopts the budget for the fiscal year 2015/16, as summarized in Attachment "A", in the total amount of \$1,194,131,988.
2. The Board appropriates for the fiscal year beginning July 1, 2015, the amounts summarized by program in Attachment A to this resolution and as detailed in the budget book, Adopted Budget, for the fiscal year 2015/16, School District 1J, Multnomah County, Oregon.
3. The Board resolves that the District hereby imposes the taxes provided for in the adopted budget:
  - a. At the rate of \$5.2781 per \$1,000 of assessed value for operations;
  - b. At the rate of \$1.9900 per \$1,000 of assessed value for local option tax for operations;
  - c. In the amount of \$50,343,022 for exempt bonds.

And that these taxes are hereby imposed and categorized for tax year 2015/16 upon the assessed value of all taxable property within the district.

4. Taxes are hereby imposed and categorized as for tax year 2015/16 upon the taxable assessed value of all taxable property in the District, as follows:

	<u>Education Limitation</u>	<u>Excluded from Limitation</u>
Permanent Rate Tax Levy	\$5.2781/\$1,000 of assessed valuation	
Local Option Rate Tax Levy	\$1.9900/\$1,000 of assessed valuation	
Bonded Debt Levy		\$50,343,022

5. The Board further resolves that \$0.5038 per \$1,000 of taxable assessed value of the permanent rate tax levy noted above is excluded from division of tax calculations, as the Permanent Rate Tax Levy attributable to the increase provided in section 11 (5)(d), Article XI of the Oregon Constitution (such increase is a result of the expired Gap Tax Levy). The District will notify the county assessors that for the 2015/16 fiscal year \$0.5038 of the District's permanent tax rate levy is to be excluded from urban division of tax calculations under the provisions of ORS 457.010(4)(a)(D).

*Y. Awwad / D. Wynde*

**ATTACHMENT "A" TO RESOLUTION No. 5107**  
**FY 2015/16 Adopted Budget**

Schedule of Appropriations and Other Balances

Fund	Instruction	Support Services	Enterprise & Community Services	Facilities Acquisition & Construction	Debt Service	Transfers Out	Contingency	Ending Fund Balance	Fund Total
Fund 101	328,271,821	220,841,236	1,944,508	-	-	5,988,491	21,575,193	-	578,621,249
Fund 201	8,500,000	-	-	-	-	-	-	3,260,830	11,760,830
Fund 202	-	-	19,221,918	-	-	-	-	3,622,497	22,844,415
Fund 205	33,807,901	26,908,520	4,018,607	-	-	-	-	-	64,735,028
Fund 225	-	-	-	-	-	-	-	16,309,798	16,309,798
Fund 299	12,660,937	1,832,310	148,420	40,906	-	-	-	-	14,682,573
Fund 307	-	-	-	-	2,707,980	-	-	-	2,707,980
Fund 308	-	-	-	-	42,314,327	-	-	-	42,314,327
Fund 320	-	-	-	-	1,285,548	-	-	-	1,285,548
Fund 350	-	-	-	-	47,322,441	-	-	726,000	48,048,441
Fund 404	-	-	-	15,411,000	-	-	-	-	15,411,000
Fund 407	-	3,575,797	-	-	-	-	438,868	-	4,014,665
Fund 435	-	-	-	1,868,500	-	-	-	-	1,868,500
Fund 438	-	4,500	-	5,589,500	-	-	-	-	5,594,000
Fund 445	-	-	-	2,776,000	-	-	-	-	2,776,000
Fund 450	-	1,321,298	-	167,172,481	-	-	174,119,274	-	342,613,053
Fund 470	-	-	-	12,450,000	-	-	-	-	12,450,000
Fund 601	-	3,794,581	-	-	-	-	2,300,000	-	6,094,581
<b>Total</b>	<b>\$ 383,240,659</b>	<b>\$ 258,278,242</b>	<b>\$ 25,333,453</b>	<b>\$ 205,308,387</b>	<b>\$ 93,630,296</b>	<b>\$ 5,988,491</b>	<b>\$ 198,433,335</b>	<b>\$ 23,919,125</b>	<b>\$ 1,194,131,988</b>



## **RESOLUTION No. 5108**

### Acknowledging the Closure of Leadership and Entrepreneurship Public Charter High School ("LEP") and Terminating the Contract between KOREducators and Portland Public Schools ("District")

#### **RECITALS**

- A. On March 17, 2015, the governing board of KOREducators, the Oregon nonprofit organization that operates LEP Charter High School, voted to close LEP at the end of the 2014-15 school year due to severe financial instability.
- B. The District's contract with KOREducators for the operation of LEP ends on June 30, 2017.

#### **RESOLUTION**

- 1. LEP has been a valued part of the District's portfolio of options for students and families. The Board commends LEP's contributions to education and services to students.
- 2. The Board accepts LEP's announcement of closure, and terminates the contract with KOREducators effective June 30, 2015.

*K. Miles*

## RESOLUTION No. 5109

### Authorizing a Superintendent's Committee to Review and Approve Naming Portions of the Faubion PK-8 School Facility Areas Funded by Concordia University

#### RECITAL

- A. Portland Public Schools (PPS) and Concordia University (Concordia) have a long-standing relationship which has mutually benefited students of each institution, with ongoing tutoring and mentoring at several schools and most specifically at Faubion PK-8 school.
- B. Concordia students, particularly through their Student Service Corps, have donated hours of assistance to Faubion students to improve their academic success, while allowing Concordia students to receive valuable hands-on teaching experience.
- C. Concordia students further provide assistance with the Schools Uniting Neighborhoods (SUN) program, support for school nurse services, volunteers for the SMART reading program, and support for arts and physical education.
- D. PPS and Concordia have jointly used each other's facilities to expand and enrich the program offerings of each institution including PPS' play fields as well as Concordia's new library and sports complex.
- E. There are significant needs within the Cully-Concordia neighborhoods which a replaced Faubion PreK-8 school could help address including a health clinic, early learner center, family resource center, and other wrap-around services.
- F. Concordia and PPS entered into a Predevelopment Agreement in September 2013 establishing the framework for Master Planning of the project.
- G. PPS, Concordia, and the Faubion-Concordia community jointly, collaboratively and cooperatively developed a master plan to realize the maximum potential synergy between and amongst the two organizations and the community.
- H. The Board of Education approved the preferred Master Plan dated March 17th, 2014, and directed staff to proceed with Schematic Design, Land Use Planning, and the drafting of a Development and Disposition Agreement between Portland Public Schools and Concordia University for the entire project.
- I. The Disposition and Development Agreement between PPS and Concordia University was executed on April 14, 2015, which guaranteed the full capital contribution of \$15,510,000 and adjacent land of approximately 13,700 square feet from Concordia University to PPS for the co-development of the facility. Concordia's contribution to the project will fund the Early Learning Center, expanded family resource center, the health and wellness clinic, community food club, three STEAM lab classrooms, and other enhanced portions of the facility, in addition to their College of Education.
- J. Schematic Design and Design Development documents have been completed and Construction Documents are in process. The Board of Education has approved a two-step qualifications-based procurement strategy for the general contractor for construction.
- K. Demolition of the existing building is anticipated for November 2015 with construction of the new building commencing in February 2016.

## RESOLUTION

1. The Board of Education commends Concordia University for their profound commitment to District students and educational outcomes in providing capital, property, and program support, within the framework of the 3 to PhD™ initiative, to rebuild Faubion PK-8 School in conjunction with their School of Education and help the district create a viable community asset for education and innovation.
2. The Board of Education recognizes the significant financial contribution that Concordia University is providing in the development of this project and understands the tremendous effort involved in raising the full commitment of \$15.51M which includes significant gifts from members of the community.
3. The Board of Education directs the Superintendent to convene a review committee pursuant to Administrative Directive 2.20.011, Section III, Paragraphs (1 through 3) to consider proposed names of portions of the new facility being funded by Concordia University. This committee will have final approval of such proposed names for portions of the building only.
4. The Board of Education recognizes that the entire school facility itself may be named only in accordance with Board Policy 2.20.010-P which includes community engagement and final approval by the Board of Education.

*C. Sylvester/J. Owens*

## **RESOLUTION No. 5110**

### Appointing Sara King to the Board of Directors for the New Columbia Youth Center Condominium Association (Rosa Parks School)

#### **RECITALS**

- A. Portland Public Schools ("PPS") entered into a lease/option to purchase agreement pursuant to Board of Education Resolution No. 3566, October 10, 2005, which provided for construction of Rosa Parks School utilizing New Market Tax Credits and other resources.
- B. As part of the New Markets Tax Credits financial structure, the school was owned by the New Columbia Community Campus Corporation (N4C).
- C. N4C sold the school to the New Columbia Youth Center Condominium (Condominium), to be jointly owned by PPS and the Boys & Girls Club (B&G Club) pursuant to Board of Education Resolution No. 4657, October 15, 2012.
- D. The Condominium Declaration and Plat details three units: Unit One is the B&G Club, Unit Two is the Ancillary School Unit and Unit Three is the School Unit. PPS owns both Units Two and Three.
- E. The financial management and operation of the Condominium is controlled by the New Columbia Youth Center Condominium Association (Association) and managed by a Board of Directors, which allows one director per Unit.
- F. PPS became a member of the Association and appointed David Wynde, Deputy Chief Financial Officer and Bob Alexander, Director of Planning and Asset Management to serve on the Board of Directors of the Association and granted them authority to take action in such capacity as they deem prudent to accomplish the goals of PPS.
- G. On June 30, 2014, Mr. Alexander retired and Sara King replaced him as Director of Planning and Asset Management.

#### **RESOLUTION**

- 1. The Board of Education appoints Sara King to the Board of Directors of the New Columbia Youth Center Condominium Association to represent the interests of Portland Public Schools.

*T. Magliano*

**RESOLUTION No. 5111**

Tentative Calendar of Regular Board Meetings  
School Year 2015-2016

**RESOLUTION**

The Board of Education hereby adopts the below tentative calendar as its schedule of Regular Board Meetings for the upcoming 2015-2016 school year.

This calendar will be reviewed with the new Board of Education after July 1, 2015.

**Portland Public Schools  
BOARD OF EDUCATION  
Schedule of Regular Meetings  
2015-2016 School Year**

Board meetings are held at 501 North Dixon Street, Portland, Oregon, 97227, and begin at 6:00pm on Tuesdays unless otherwise noted.

July 6, 2015 (Monday)	January 5, 2016
July 28, 2015	January 12, 2016
August 4, 2015	January 26, 2016
August 18, 2015	February 2, 2016
September 1, 2015	February 9, 2016
September 8, 2015	February 23, 2016
September 22, 2015	March 8, 2016
October 5, 2015 (Monday)	March 15, 2016
October 20, 2015	March 29, 2016
October 27, 2015	April 5, 2016
November 3, 2015	April 12, 2016
November 10, 2015	April 19, 2016
November 17, 2015	May 3, 2016
December 1, 2015	May 10, 2016
December 15, 2015	May 24, 2016
December 29, 2015	June 7, 2016
	June 21, 2016
	June 28, 2016

**RESOLUTION No. 5112**

Service Payments

The Board of Education approves the following service payments:

<b>Payee</b>	<b>Description</b>	<b>Period</b>	<b>Amount</b>
Council of Great City Schools	Annual Dues	2015-2016	\$37,054.00
Oregon School Boards Association	Annual Dues	2015-2016	\$18,940.00

A. Whalen

**RESOLUTION No. 5113**

Approval of Head Start Recommendations and Reports Process

**RECITALS**

- A. Federal requirements call for the Governing Board of a Head Start Program to approve recommendations and reports for the Program.
- B. The Board of Directors for Portland Public Schools serves as the Governing Board for the PPS Head Start Program.
- C. Head Start offered a briefing for Board Members on their recommendations and reports on April 20, 2015.

**RESOLUTION**

The Board of Directors for Portland Public Schools, School District No. 1J, Multnomah County, Oregon, approves the following Head Start recommendations and reports:

- Program Operational Manual
- Program Planning and Systems Document
- 2015-16 Budget Planning Recommendations
- Community Needs Assessment, May 2015
- Selection Criteria 2015-16
- PPS Head Start Program Options 2015-16
- Program Information Report
- 5-Year Program Goals, 2015-16
- Self-Assessment Program Recommendations 2015-16

H. Adair

**RESOLUTION No. 5114**

Minutes

The following minutes are offered for adoption:

May 26, June 11, and June 15, 2015



To: Board Members  
From: Sean Murray – Chief Human Resources Officer  
Date: June 17, 2015  
Re: 2015-16 Salary Schedule Update

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On May 26 you approved Superintendent Smith's proposed budget for 2015-16; this included salary schedule adjustments for 2015-16. Below are the details by employee group:

<b>PAT:</b>	Step Increase & 2.3% COLA
<b>PFSP:</b>	Step Increase & 1.5% COLA
<b>ATU:</b>	Step Increase & 1.5% COLA
<b>SEIU – Custodians</b>	Step Increase & 1.5% COLA
<b>DCU:</b>	3% COLA
<b>SEIU – Nutrition Services:</b>	3% COLA
<b>Licensed Administrators*:</b>	Market Adjustment; 75 <sup>th</sup> percentile of 2014 comparative market data <small>*includes building administrators/central office licensed staff</small>
<b>Non-Represented*:</b>	Step Increase & 1.5% COLA <small>*Includes market adjustment for Confidential Executive Assistants based on 2014 comparative market data</small>
<b>Non-Represented-Senior Leadership:</b>	1.5% COLA
<b>Superintendent:</b>	No Increase

The new salary schedules will be posted pending Board Adoption of the Budget. In the meantime, I have attached the 2015-16 salary schedules. Please let me know if you have questions.



**PORTLAND PUBLIC SCHOOLS**  
**LICENSED ADMINISTRATOR SALARY SCHEDULE**  
 Effective July 1, 2015

Job Title	Work Days	Level 1	Level 2	Level 3	Level 4
HIGH SCHOOL PRINCIPAL	233	\$116,863	\$119,785	\$122,779	\$125,849
MS/K-8 PRINCIPAL	233	\$108,453	\$111,164	\$113,943	\$116,792
K-5 PRINCIPAL	233	\$104,573	\$107,187	\$109,867	\$112,614
VICE PRINCIPAL	233	\$101,813	\$104,358	\$106,967	\$109,642
ASSISTANT PRINCIPAL	233*	\$95,604	\$97,998	\$100,448	\$102,959
* 225 day calendar effective July 1, 2015; 233 day calendar effective July 1, 2016					
DIRECTOR - ACADEMIC PROGRAMS	260	\$112,658	\$115,475	\$118,361	\$121,320
ASSISTANT DIRECTOR - ACADEMIC PROGRAMS	260	\$106,513	\$109,176	\$111,905	\$114,703
ACADEMIC PROGRAMS ADMINISTRATOR	260	\$103,193	\$105,773	\$108,417	\$111,128
ACADEMIC PROGRAMS ASSOCIATE	260	\$98,709	\$101,178	\$103,708	\$106,301

- Level 1 = 0 - 3 years of experience
- Level 2 = Beginning 4 years - 6 years of experience
- Level 3 = Beginning 7 years - 9 years of experience
- Level 4 = Beginning 10 + years of experience

Experience is based on years of experience in the job title you are working in; e.g., experience as a Principal or AP and/or VP.

Relevant / related experience will be considered in initial salary placement, up to, but not exceeding, a maximum of one (1) level in the appropriate pay grade.

**PORTLAND PUBLIC SCHOOLS**  
**SENIOR LEADERSHIP SALARY SCHEDULE**

(EFFECTIVE 7/1/15)

Pay Grade	Associated Job Titles	Pay Range Minimum	Pay Range Maximum
SL 200	Assistant Superintendent Chief General Counsel	\$ 116,750	\$ 151,750
SL 100	Deputy Chief Senior Director Legal Counsel	\$ 101,500	\$ 132,000

**Portland Public Schools Non - Represented Employee Salary Schedule**  
**(effective 7/1/15)**

<b>Job Classifications</b>	<b>Grade</b>	<b>Days</b>	<b>STEP 1</b>	<b>STEP 2</b>	<b>STEP 3</b>	<b>STEP 4</b>	<b>STEP 5</b>	<b>STEP 6</b>	<b>STEP 7</b>	<b>STEP 8</b>	<b>STEP 9</b>	<b>STEP 10</b>
<b>Asst Dir</b>	<b>F</b>	260	\$82,586	\$85,726	\$88,983	\$92,364	\$95,874	\$99,518	\$103,301	\$107,224	\$111,298	\$113,858
<b>Prgm Dir</b>		225	\$71,195	\$73,901	\$76,710	\$79,625	\$82,649	\$85,791	\$89,052	\$92,434	\$95,946	\$98,153
		210	\$66,449	\$68,974	\$71,596	\$74,316	\$77,140	\$80,071	\$83,115	\$86,272	\$89,549	\$91,609
<b>PeopleSoft</b>	<b>EIT</b>	260	\$75,344	\$78,170	\$81,101	\$84,142	\$87,297	\$90,570	\$93,968	\$95,847	\$97,764	\$100,012
<b>Sr Manager / Sr Prgm Mgr</b>	<b>E</b>	260	\$71,867	\$74,598	\$77,433	\$80,376	\$83,430	\$86,600	\$89,890	\$93,307	\$95,173	\$97,363
		225	\$61,955	\$64,308	\$66,752	\$69,290	\$71,923	\$74,655	\$77,492	\$80,437	\$82,045	\$83,932
<b>Functional Lead / Senior Analyst / Manager / Program Manager</b>	<b>D</b>	260	\$61,590	\$64,176	\$66,871	\$69,876	\$72,607	\$75,657	\$78,834	\$82,145	\$83,788	\$85,716
		225	\$53,095	\$55,325	\$57,648	\$60,237	\$62,592	\$65,222	\$67,960	\$70,815	\$72,231	\$73,892
		210	\$49,555	\$51,636	\$53,804	\$56,222	\$58,419	\$60,874	\$63,429	\$66,094	\$67,416	\$68,966
		202	\$47,667	\$49,669	\$51,755	\$54,080	\$56,194	\$58,555	\$61,014	\$63,576	\$64,847	\$66,339
		192	\$45,308	\$47,210	\$49,193	\$51,403	\$53,413	\$55,656	\$57,993	\$60,428	\$61,637	\$63,054
<b>Analyst / Coordinator /</b>	<b>C</b>	260	\$52,378	\$54,972	\$57,089	\$59,600	\$62,223	\$64,960	\$67,818	\$70,802	\$72,218	\$73,879
		225	\$45,153	\$47,390	\$49,214	\$51,379	\$53,640	\$56,001	\$58,464	\$61,036	\$62,257	\$63,689
		210	\$42,143	\$44,231	\$45,933	\$47,955	\$50,064	\$52,266	\$54,566	\$56,967	\$58,106	\$59,443
		202	\$40,538	\$42,546	\$44,183	\$46,128	\$48,156	\$50,275	\$52,488	\$54,797	\$55,893	\$57,179
		192	\$38,531	\$40,440	\$41,996	\$43,844	\$45,773	\$47,787	\$49,889	\$52,084	\$53,126	\$54,348
<b>Senior Specialist</b>	<b>B</b>	260	\$42,478	\$44,517	\$46,889	\$48,893	\$51,239	\$53,807	\$56,277	\$58,978	\$60,157	\$61,541
		225	\$36,619	\$38,376	\$40,422	\$42,149	\$44,172	\$46,386	\$48,514	\$50,842	\$51,859	\$53,052
		210	\$34,178	\$35,818	\$37,728	\$39,339	\$41,227	\$43,293	\$45,280	\$47,453	\$48,402	\$49,516
		202	\$32,876	\$34,453	\$36,290	\$37,840	\$39,657	\$41,644	\$43,556	\$45,645	\$46,558	\$47,629
		192	\$31,248	\$32,748	\$34,494	\$35,968	\$37,693	\$39,582	\$41,399	\$43,385	\$44,253	\$45,271
<b>Specialist</b>	<b>A</b>	260	\$35,020	\$36,840	\$38,756	\$40,945	\$42,941	\$45,319	\$47,467	\$49,936	\$50,935	\$52,106
		225	\$30,189	\$31,758	\$33,410	\$35,297	\$37,018	\$39,068	\$40,921	\$43,048	\$43,909	\$44,919
		210	\$28,176	\$29,641	\$31,183	\$32,944	\$34,550	\$36,464	\$38,192	\$40,179	\$40,982	\$41,925
		202	\$27,103	\$28,512	\$29,995	\$31,689	\$33,234	\$35,074	\$36,737	\$38,648	\$39,421	\$40,328
		192	\$25,761	\$27,101	\$28,510	\$30,120	\$31,589	\$33,338	\$34,918	\$36,735	\$37,470	\$38,331

**CONFIDENTIAL EXECUTIVE ASSISTANT  
SALARY SCHEDULE  
2015 - 2016**

	<b>STEP 1</b>	<b>STEP 2</b>	<b>STEP 3</b>	<b>STEP 4</b>	<b>STEP 5</b>	<b>STEP 6</b>	<b>STEP 7</b>	<b>STEP 8</b>
<b>Confidential Executive Assistant to the Office of the Superintendent</b>	\$55,631	\$57,300	\$59,019	\$60,789	\$62,613	\$64,492	\$66,427	\$68,419
<b>Confidential Executive Assistant</b>	\$51,991	\$53,551	\$55,158	\$56,813	\$58,517	\$60,273	\$62,080	\$63,943

**APPENDIX A**  
**SALARY SCHEDULE FOR BUS DRIVERS**  
**Effective 7/01/15**

(ATU)

STEP	DESCRIPTION	HOURLY RATE
1		\$14.36
2		\$15.21
3		\$16.05
4		\$16.90
5	FIVE (5) YEAR LONGEVITY	\$18.19
6	TEN (10) YEAR LONGEVITY	\$19.15
7	FIFTEEN (15) YEAR LONGEVITY	\$20.05
8	TWENTY (20) YEAR LONGEVITY	\$21.05
9	TWENTY FIVE (25) LONGEVITY	\$21.84

**HOURLY PREMIUMS (over base rate):**

DRIVER/TRAINER (DT)	\$1.50
DRIVER/DISPATCHER (DD)	\$2.00
RADIO OPERATOR (RO)	\$2.00
DESIGNATED DRIVER/TRAINER	\$1.50
CASUAL DRIVER TRAINER	\$2.00
(only for hours so worked)	

<b>APPENDIX B</b>	
<b>SALARY SCHEDULE FOR BUS MECHANICS</b>	
<b>Effective 07-01-15</b>	
LEAD MECHANIC	\$28.45
MECHANIC	\$27.62
SERVICEMAN	\$22.63
BUS FUELER	\$22.63
SHOP ASSISTANT	\$17.20

## APPENDIX D

## SALARY SCHEDULE FOR MAINTENANCE WORKERS DCU

Effective 7.01.2015

CRAFT:		RATE	CRAFT:		RATE
<b>BRICK MASON</b>	JOURNEYMAN	\$27.60	<b>MACHINIST</b>	JOURNEYMAN	\$27.62
	LEADMAN	\$28.43		LEADMAN	\$28.45
	ASST. FOREMAN	\$29.39		ASST. FOREMAN	\$29.42
	FOREMAN	\$30.36		FOREMAN	\$30.38
<b>BUILDING AUTOMATION SPECIALIST</b>		\$33.70	<b>MACHINIST HELPER</b>		\$23.90
<b>CARPENTER</b>	JOURNEYMAN	\$27.05	<b>MASON TENDER</b>		\$22.04
	LEADMAN	\$27.86	<b>MOTOR WINDER</b>		\$26.33
	ASST. FOREMAN	\$28.81	<b>MUSIC INSTRUMENT REPAIR</b>	JOURNEYMAN	\$29.62
	FOREMAN	\$29.76		LEADMAN	\$30.51
<b>CARPET/LINOLEUM</b>	JOURNEYMAN	\$22.04		ASST. FOREMAN	\$31.55
	LEADMAN	\$22.70		FOREMAN	\$32.58
	ASST. FOREMAN	\$23.47	<b>PAINTER</b>	JOURNEYMAN	\$22.04
	FOREMAN	\$24.24		LEADMAN	\$22.70
<b>CEMENT MASON</b>	JOURNEYMAN	\$24.80		ASST. FOREMAN	\$23.47
	LEADMAN	\$25.54		FOREMAN	\$24.24
	ASST. FOREMAN	\$26.41	<b>PLASTERER</b>	JOURNEYMAN	\$24.88
	FOREMAN	\$27.28		LEADMAN	\$25.63
<b>ELECTRICIAN</b>	JOURNEYMAN	\$32.91		ASST. FOREMAN	\$26.50
	LEADMAN	\$33.90		FOREMAN	\$27.37
	ASST. FOREMAN	\$35.05	<b>PLUMBER</b>	JOURNEYMAN	\$33.70
	FOREMAN	\$36.20		LEADMAN	\$34.71
<b>ELECTRONIC TECHNICIAN</b>	JOURNEYMAN	\$29.62		ASST. FOREMAN	\$35.89
	LEADMAN	\$30.51		FOREMAN	\$37.07
	ASST. FOREMAN	\$31.55	<b>PLUMBER'S HELPER</b>		\$22.04
	FOREMAN	\$32.58	<b>ROOFER</b>	JOURNEYMAN	\$22.04
<b>GLAZIER</b>	JOURNEYMAN	\$26.88		LEADMAN	\$22.70
	LEADMAN	\$27.69		ASST. FOREMAN	\$23.47
	ASST. FOREMAN	\$28.63		FOREMAN	\$24.24
	FOREMAN	\$29.57	<b>SHEET METAL</b>	JOURNEYMAN	\$30.82
<b>LANDSCAPE LABORER</b>	JOURNEYMAN	\$22.04		LEADMAN	\$31.74
	LEADMAN	\$22.70		ASST. FOREMAN	\$32.82
	ASST. FOREMAN	\$23.47		FOREMAN	\$33.90
	FOREMAN	\$24.24	<b>STEAMFITTER</b>	JOURNEYMAN	\$33.70
<b>LABORER</b>	JOURNEYMAN	\$22.04		LEADMAN	\$34.71
	LEADMAN	\$22.70		ASST. FOREMAN	\$35.89
	ASST. FOREMAN	\$23.47		FOREMAN	\$37.07
	FOREMAN	\$24.24	<b>TILE SETTER</b>	JOURNEYMAN	\$23.39
<b>LOCKSMITH</b>	JOURNEYMAN	\$27.05		LEADMAN	\$24.09
	LEADMAN	\$27.86		ASST. FOREMAN	\$24.91
	ASST. FOREMAN	\$28.81		FOREMAN	\$25.73
	FOREMAN	\$29.76			

<b>APPENDIX C</b>					
<b>SALARY SCHEDULE FOR TELEVISION SERVICES EMPLOYEES</b>					
<b>Effective 07-01-15</b>					
<b>POSITION:</b>	<b>STEP 1</b>	<b>STEP 2</b>	<b>STEP 3</b>	<b>STEP 4</b>	<b>STEP 5</b>
PRODUCTION ASSISTANT	\$12.69	\$14.82	\$16.94	\$19.07	\$21.19
PRODUCER	\$14.12	\$16.47	\$18.85	\$21.19	\$23.54
MASTER CONTROL OPERATOR	\$14.12	\$16.47	\$18.85	\$21.19	\$23.54
TV TECHNICIAN	\$14.12	\$16.47	\$18.85	\$21.19	\$23.54
PRODUCTION MANAGER	\$26.75				
ASSISTANT ENGINEER	\$26.75				
CHIEF ENGINEER	\$29.53				



DCU APPENDIX A						
SALARY SCHEDULE FOR WAREHOUSE WORKERS/TRUCK DRIVERS						
Effective 7-01-15						
		HOURLY RATE				
WAREHOUSE WORKER/TRUCK DRIVER		\$22.33				
LEADMAN*		\$23.00				
FOREMAN**		\$24.56				
GENERAL FOREMAN***		\$25.68				
NEW HIRE-WAREHOUSE WORKER/TRUCK DRIVER****		\$20.10				
* LEADMAN	WAREHOUSE WORKER/TRUCK DRIVER RATE PLUS THREE PERCENT (3%)					
** FOREMAN	WAREHOUSE WORKER/TRUCK DRIVER RATE PLUS TEN PERCENT (10%)					
*** GENERAL FOREMAN	WAREHOUSE WORKER/TRUCK DRIVER RATE PLUS FIFTEEN PERCENT (15%)					
**** NEW HIRE-WAREHOUSE WORKER/TRUCK DRIVER	WAREHOUSE WORKER/TRUCK DRIVER RATE TIMES NINETY PERCENT (90%)-FOLLOWING 6 CONSECUTIVE MONTHS OF EMPLOYMENT WAGE ADJUSTED TO 100% OF BASE RATE					

192 DAY SALARY SCHEDULE EFFECTIVE JULY 1, 2015 (Proposed)												
PeopleSoft Grade		801	802	803	804	805	806	807	808			
	LEVEL	BA+0	BA+15	BA+30	BA+45	BA + 60 M + 0	BA + 75 M + 15	BA + 90 M + 30	BA + 105 M + 45			
		Exp										
<b>PeopleSoft Steps</b>	3	A	0	38,921	40,673	42,503	44,417	46,413	48,503	50,687	52,968	
	4	B	1	40,244	42,055	43,950	45,926	47,994	50,154	52,407	54,766	
	5	C	2	41,614	43,486	45,440	47,489	49,625	51,859	54,190	56,630	
	6	D	3	43,027	44,965	46,986	49,103	51,310	53,622	56,035	58,553	
	7	E	4	44,490	46,491	48,585	50,773	53,058	55,444	57,939	60,546	
	8	F	5	46,005	48,072	50,235	52,497	54,859	57,327	59,908	62,605	
	9	G	6	47,565	49,707	51,944	54,283	56,724	59,276	61,947	64,734	
	10	H	7	49,184	51,399	53,711	56,129	58,654	61,293	64,053	66,933	
	11	I	8	50,858	53,147	55,538	58,036	60,648	63,375	66,229	69,209	
	12	J	9	52,587	54,952	57,424	60,009	62,710	65,532	68,481	71,560	
	13	K	10	54,373	56,821	59,379	62,048	64,842	67,763	70,810	73,997	
	14	L	11	56,226	58,748	61,396	64,160	67,053	70,073	73,227	76,534	
	15	M	12	58,144	60,752	63,490	66,349	69,341	72,463	75,725	79,145	
Add \$1,500 for earned Doctorate in field related to assignment												
Additional \$1,500 for a National Board Certificate												

APPENDIX I						
CommAgt/Campus Security/Study Hall Monitor Salary Schedule 192 Days						
Effective 7/1/2015						
		Base		\$265		
	STEP	Hourly	Annual	Hourly	Annual	
	1	\$16.04	\$24,637	\$16.21	\$24,899	
	2	\$16.51	\$25,359	\$16.69	\$25,636	
	3	\$17.00	\$26,112	\$17.18	\$26,388	
	4	\$17.47	\$26,834	\$17.64	\$27,095	
	5	\$17.95	\$27,571	\$18.12	\$27,832	
	6	\$18.44	\$28,324	\$18.62	\$28,600	
	7	\$18.92	\$29,061	\$19.09	\$29,322	
	8	\$19.41	\$29,814	\$19.58	\$30,075	
	LONGEVITY	\$20.16	\$30,966	\$20.33	\$31,227	

<b>Appendix 2</b>				
<b>Physical and Occupational Therapist*</b>				
<b>Effective 7/01/2015</b>				
	<b>Step</b>	<b>BA</b>	<b>MA</b>	
	1	\$ 46,113	\$ 54,992	
	2	\$ 47,684	\$ 56,864	
	3	\$ 49,306	\$ 58,796	
	4	\$ 50,982	\$ 60,796	
	5	\$ 52,714	\$ 62,864	
	6	\$ 55,687	\$ 66,180	
	7	\$ 56,802	\$ 67,504	
	8	\$ 59,302	\$ 70,487	
	9	\$ 61,920	\$ 73,609	
	10	\$ 64,648	\$ 76,864	
*Based on 192 work year				

Appendix B													
Effective 7/01/2015													
192-260 Day Salary Schedule													
Grade	PFSP CBA Grade	C	D	E	F	G	H	I	J	K	L	M	N
Step 1		\$ 13.28	\$ 13.86	\$ 14.46	\$ 15.09	\$ 15.70	\$ 16.28	\$ 16.89	\$ 17.50	\$ 18.09	\$ 17.27	\$ 20.76	\$ 25.82
2		\$ 13.86	\$ 14.46	\$ 15.09	\$ 15.70	\$ 16.28	\$ 16.89	\$ 17.50	\$ 18.09	\$ 18.71	\$ 18.15	\$ 21.38	\$ 27.09
3		\$ 14.46	\$ 15.09	\$ 15.70	\$ 16.28	\$ 16.89	\$ 17.50	\$ 18.09	\$ 18.71	\$ 19.30	\$ 19.10	\$ 22.03	\$ 28.14
4		\$ 15.09	\$ 15.70	\$ 16.28	\$ 16.89	\$ 17.50	\$ 18.09	\$ 18.71	\$ 19.30	\$ 19.90	\$ 20.17	\$ 22.69	\$ 29.37
5		\$ 15.70	\$ 16.28	\$ 16.89	\$ 17.50	\$ 18.09	\$ 18.71	\$ 19.30	\$ 19.90	\$ 20.51	\$ 21.16	\$ 23.37	\$ 30.66
6		\$ 16.28	\$ 16.89	\$ 17.50	\$ 18.09	\$ 18.71	\$ 19.30	\$ 19.90	\$ 20.51	\$ 21.11	\$ 22.34	\$ 24.07	\$ 32.02
7		\$ 16.89	\$ 17.50	\$ 18.09	\$ 18.71	\$ 19.30	\$ 19.90	\$ 20.51	\$ 21.11	\$ 21.74	\$ 23.39	\$ 24.79	\$ 33.42
8		\$ 17.50	\$ 18.09	\$ 18.71	\$ 19.30	\$ 19.90	\$ 20.51	\$ 21.11	\$ 21.74	\$ 22.33	\$ 24.61	\$ 25.53	\$ 34.91

<b>Appendix C</b>		
<b>Effective 7/1/2015</b>		
<b>Special Education Paraeducator Salary Schedule</b>		
	<b>STEP</b>	<b>HOURLY</b>
Paraeducator	1	\$15.23
	2	\$15.85
	3	\$16.47
	4	\$17.10
	5	\$17.73
	6	\$18.37
	7	\$18.99
	8	\$19.62
	9	\$20.23
Therapeutic Intervention Coach	1	\$15.98
	2	\$16.64
	3	\$17.31
	4	\$17.96
	5	\$18.60
	6	\$19.27
	7	\$19.94
	8	\$20.60
	9	\$21.24

<b>Appendix D</b>	
<b>Effective 7/1/2015</b>	
<b>Salary Schedule for Special Education</b>	
<b>CNA's and LPN's</b>	
<b>Step</b>	<b>Hourly Wage</b>
1	15.95
2	16.60
3	17.21
4	17.85
5	18.50
6	19.13
7	19.76
8	20.40
9	21.03







<b>Appendix G</b>				
<b>Effective 7/1/2015</b>				
<b>Sign Language Interpreter Salary Schedule</b>				
<b>Grade</b>	<b>201</b>	<b>202</b>	<b>203</b>	<b>204</b>
			<b>BA/BS or AA plus</b>	<b>BA/BS or AA plus</b>
<b>Step</b>	<b>COC or AA</b>	<b>BA/BS</b>	<b>RID CT or RID CI</b>	<b>RID CT &amp; RID CI</b>
1	\$19.14	\$19.81	\$20.50	\$21.16
2	\$19.81	\$20.50	\$21.16	\$21.83
3	\$20.50	\$21.16	\$21.83	\$22.50
4	\$21.16	\$21.83	\$22.50	\$23.18
5	\$21.83	\$22.50	\$23.18	\$23.85
6	\$22.50	\$23.18	\$23.85	\$24.52



APPENDIX A						
NUTRITION SERVICES						
SALARY SCHEDULE						
EFFECTIVE 7/1/2015						
GROUP		STEP	NON-CERTIFIED RATE	CERTIFIED RATE ^		
<b>A</b>	FOOD SERVICE ASSISTANT	1	\$11.50	\$11.66		
		*2	\$11.85	\$12.01		
		**3	\$12.08	\$12.24		
		***4	\$12.31	\$12.47		
		****5	\$12.54	\$12.70		
<b>B</b>	ELEMENTARY LEAD (K5, K8)	1	\$15.21	\$15.37		
	SUMMER MONITOR	*2	\$15.67	\$15.83		
	MIDDLE SCHOOL LEAD	**3	\$15.97	\$16.13		
		***4	\$16.27	\$16.43		
		****5	\$16.58	\$16.74		
	HIGH SCHOOL LEAD	1	\$16.68	\$16.84		
	CENTRAL KITCHEN LEAD	*2	\$17.18	\$17.34		
	ROVING LEAD	**3	\$17.51	\$17.67		
		***4	\$17.85	\$18.01		
	****5	\$18.18	\$18.34			
	^ Must be SNA Certified at Level I					
	<b>Longevity</b>					
	An employee who has spent 5 work years in a classification shall receive:					
	*3% of base pay as longevity					
	**after 10 years the longevity shall be 5%					
	***after 15 years the longevity shall be 7%					
	****after 20 years the longevity shall be 9%					



# Board of Education Informational Report

## MEMORANDUM

**Date:** June 10, 2015  
**To:** Board of Education  
**From:** Judy Brennan, Enrollment and Transfer Director  
**Subject:** Preliminary impact of 2015 enrollment and transfer policy revisions

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In January 2015 the School Board approved a set of changes to the PPS enrollment and transfer policy. This report provides an analysis of the effects of those changes to date. The recent changes were driven by the Superintendent's Advisory Committee on Enrollment and Transfer (SACET) who worked on revisions for eighteen months before forwarding recommendations to Superintendent Smith in November 2014. The primary outcomes expected from the revised system include:

- Strengthening neighborhood schools by ending the neighborhood-to-neighborhood lottery option. Transfers into neighborhood schools are now made exclusively through the petition transfer process.
- Creating more equity in access to focus options by creating an admission preference for students eligible for free and reduced meals and Head Start programs (aka, income eligible). The preference applies only at focus options where the rate of students who qualify for free and reduced-price meals is lower than the district average.

The Enrollment and Transfer Center began accepting lottery applications and petition requests for the 2015-16 school year just weeks after the policy changes were approved. This report covers applications and petitions received between January-March 2015 for transfer beginning in September 2015. It is a preliminary report, as much of the full impact of enrollment and transfer changes will not be known until after students begin attending school in the fall. A full report, including transfer student demographics and impact on enrollment at "sending" schools will be available before the end of 2015.

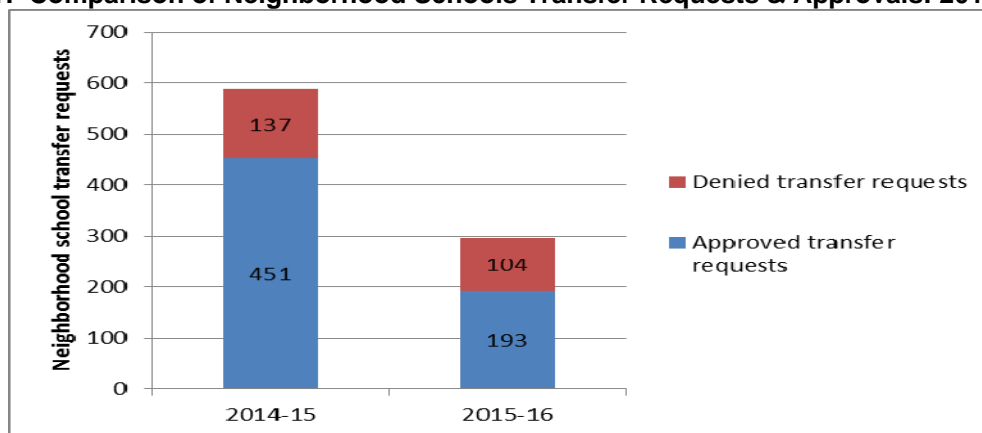
This analysis focuses on results from K-5, K-8 and middle schools. The transfer policy changes had virtually no impact at the high school level because past decisions had limited transfers between comprehensive high schools and the new income eligibility preference did not apply to high school focus options, Benson and Jefferson, because the rates of students who qualify for free and reduced price meals at those schools exceeds the district average.

### **Preliminary results of ending lottery transfers into neighborhood schools**

When comparing transfer requests into neighborhood schools from 2014 to 2015, we found that the overall number of requests received during the lottery period (January-March) fell sharply in 2015, but the number of petition requests grew substantially. Between January and March 2014 PPS received 588 transfer requests into neighborhood schools, either through lottery applications or through petitions for schools closed to lottery due to limited space. 77% of those

applications were approved. Between January and March 2015, 297 petition transfer requests were received for neighborhood schools. 65% of those applications were approved.

**Figure 1: Comparison of Neighborhood Schools Transfer Requests & Approvals: 2014 vs 2015**



The attached chart describes in greater detail the number and results of transfer requests into neighborhood schools during the lottery application timeframe (January-March) in 2014 and 2015. The Enrollment and Transfer Center has experienced a sharp rise in the volume of post lottery (ie, April-June) petition requests, so the year-to-year distinction may be smaller once all petitions through September are counted.

The number of approved transfers shrank by more than 50%, from 451 to 193, after the new policy went into effect. This is due, in part, to the fact that petition approval requires a verified reason for transfer as well as space availability while lottery transfers were approved based on random number and space availability. About half of the requests to transfer into neighborhood schools this year have reasons that receive high priority: Co-enrolled siblings, guarantees provided through School Board resolutions and preference due to overcrowding at a neighborhood school. There are some cases this year where, due to class-size constraints, we have wait listed some co-enrolled siblings and students requesting transfer to relieve overcrowding at their neighborhood school. We are working closely with principals to monitor enrollment in hopes of finding space at those schools for all high priority transfers before the start of the school year.

Other common transfer reasons have included interest in remaining with a current cohort, attending a school closer to a parent's work or childcare provider or enrolling in an academic or enrichment program at a specific school. In most cases (85 of 148 requests, or 57%), we have denied these requests, encouraging families to try and resolve the issue at their neighborhood school before resorting to transfer.

### **Preliminary results of increasing preference into focus options for income eligible students**

Increased income eligibility preference was applied to requests into eleven focus option programs where the rate of students who qualified for free and reduced price meals in 2013-14 was lower than the district average of 45%<sup>1</sup>.

<sup>1</sup> Rates shown are for whole schools, including neighborhood program students. Note that PPS is now using a different measure of economic disadvantage, based on the rate of students who qualify for free meals through direct certification with state or federal agencies. In future lottery cycles the income eligibility rates will be based on direct certification counts.

**Figure 2: List of Focus Options Where Income Eligibility Preference Was Applied**

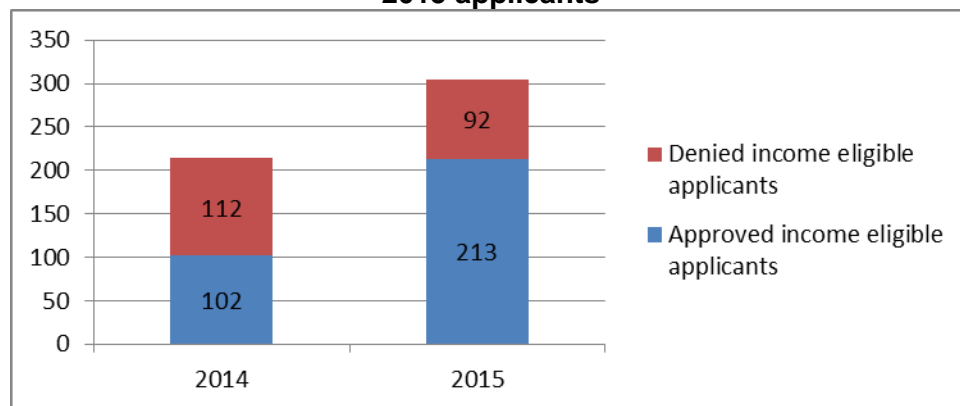
Focus Option	2014-15 Rate of Enrolled Students Who Qualify for Free-Reduced Price Meals
Ainsworth Spanish Immersion	1.7%
Atkinson Spanish Immersion	26.4%
Buckman Arts	22.1%
Creative Science School	16.4%
daVinci Arts	16.3%
Odyssey @ Hayhurst	18.8%
Richmond Japanese Immersion	5.9%
Sunnyside Environmental School	17.9%
Winterhaven Math & Science	6.4%
Woodstock Mandarin Immersion	20.1%

At these programs the income eligibility factor changed from a small weight added to each applicant’s random number up to a preference, meaning a number of slots set aside for income eligible students that are filled before slots for non-income eligible student. The income eligibility preference equals 45% of slots at each program and grade level, and is applied after all co-enrolled siblings have been approved. If the number of income eligible applicants exceeded 45% of remaining slots a random number was used to determine lottery winners. Remaining income eligible students were given a second chance at approval based solely on their random number.

A second prong in the effort to increase equitable access to focus options was to use an income eligibility form included with the lottery application instead of the free and reduced-price meals application available through the State of Oregon’s website. Free and reduced meal status can only be used to influence the lottery if parents gave explicit permission to do so. In past years many students did not benefit from lottery weighting because families did not provide explicit permission. The income eligibility form simplified the process and allowed students enrolled in Head Start to receive preference without completing additional income information.

These two measures combined to increase both the number of income eligible students applying to focus options and the number who were approved.

**Figure 3: Impact of increased income eligibility preference at focus options: 2014 vs 2015 applicants**



The number of income eligible applicants at eleven focus option programs increased from 214 in 2014 (18% of all applicants to those programs) to 305 applicants in 2015 (26% of all applicants to those programs). The number of income eligible students approved to those programs rose from 102 (19% of approvals) to 213 (36% of approvals) between 2014 and 2015.

The attached chart shows applicants and approvals at the eleven programs where income eligibility was increased. The dramatic change in income eligible applicants and approvals was most visible at Creative Science, daVinci and Winterhaven, but less impactful at Odyssey and Richmond.

An area of concern during the policy change discussion was whether the preference for income eligible students would result in fewer approvals of co-enrolled siblings. The School Board voted to maintain co-enrolled sibling preference as the highest lottery approval factor, modifying the recommendation of SACET and the Superintendent, in order to ensure that co-enrolled siblings would not be impacted by the increase of income eligible approvals.

The results of the 2015 lottery show that every co-enrolled sibling would have been accepted regardless of the order of preference. At each program and grade level the combined number of co-enrolled sibling applicants and the maximum allowable number of income eligible applicants (45% of all slots) did not exceed the number of number of slots.

### **Next Steps**

This report provides an overview of the immediately known impact of two significant transfer policy changes. However, there are still many outstanding questions that will not be answered until after the school year has begun. We will continue to collect, analyze and share information about these and other policy revisions prior to the next transfer cycle:

- What changes to focus option and neighborhood school enrollment and demographics can be attributed to the transfer policy changes?
- How will the total number and type of petitions compare with past years?
- What efforts have and will be made to increase outreach to income eligible students at programs where the applicant pool remains disproportionate to the demographics in the region?
- What supports have and will be put in place at focus options to welcome and serve rising numbers of income eligible students?
- How many students remained in the Special Education continuum schools instead of moving to their neighborhood schools, per change to the transfer administrative directive?

SACET will return from hiatus later this year and continue to serve as advisors on the implementation of enrollment and transfer changes. We would be pleased to continue to have Board of Education liaisons as part of the SACET structure.

Attachments: Neighborhood school transfer request comparison: 2014-15 and 2015-16  
Focus option lottery transfer request comparison: 2014-15 and 2015-16



**K-8 Neighborhood School Transfer Comparison: 2014 vs 2015 Transfer Cycle  
(Received January-March)**

Reasons	Transfer Requests Received January-March 2014*						Transfer Requests Received January-March 2015*					
	Petitions			Lottery Applications			Total Petitions/Lottery			Petitions Only		
	Submitted	Approved	Denied	Submitted	Approved	Denied	Submitted	Approved	Denied	Submitted	Approved	Denied/ Wait Listed**
Co-enrolled sibling	23	22	1	99	99	0	122	121	1	90	79	11
Return-to-neighborhood	17	17	0	20	20	0	37	37	0	11	11	0
Boundary change guarantee	3	3	0	7	7	0	10	10	0	8	8	0
Robert Gray guarantee	0	0	0	35	35	0	35	35	0	15	15	0
Overcrowding preference	0	0	0	0	0	0	0	0	0	25	17	8
All other reasons	22	13	9	362	235	127	384	248	136	148	63	85
<b>Total</b>	<b>65</b>	<b>55</b>	<b>10</b>	<b>523</b>	<b>396</b>	<b>127</b>	<b>588</b>	<b>451</b>	<b>137</b>	<b>297</b>	<b>193</b>	<b>104</b>
<b>Percentage Approved</b>	<b>85%</b>			<b>76%</b>			<b>77%</b>			<b>65%</b>		

\* Includes 1st choice only.

\*\* Includes students wait listed pending re-evaluation of space availability.

**FOCUS OPTION LOTTERY RESULT COMPARISON BY PREFERENCE TYPE: 2014-15 and 2015-16**

**2014-15 Lottery**

**2015-16 Lottery**

School/Program	Slot type	1st Choice Applicants				Approvals				1st Choice Applicants				Approvals			
		Co-enrolled sibling	Co-enrolled sibling and income eligible	Income eligible	No preference	Co-enrolled sibling	Co-enrolled sibling and income eligible	Income eligible	No preference	Co-enrolled sibling	Co-enrolled sibling and income eligible	Income eligible	No preference	Co-enrolled sibling	Co-enrolled sibling and income eligible	Income eligible	No preference
Ainsworth - Spanish Immersion	Neighborhood Native English	7	0	0	37	7	0	0	13	13	0	0	36	13	0	0	7
	Neighborhood Native Spanish	0	0	0	1	0	0	0	1	1	0	0	2	1	0	0	3
	Transfer Native English	11	0	0	67	9	0	0	11	8	0	5	58	8	0	3	1
	Transfer Native Spanish	1	1	0	12	1	0	0	6	1	1	3	5	1	1	3	5
Atkinson - Spanish Immersion	Neighborhood Native English	3	2	0	14	3	2	0	3	4	0	2	19	4	0	2	2
	Neighborhood Native Spanish	0	0	0	2	0	0	0	2	0	0	0	2	0	0	0	2
	Transfer Native English	2	0	1	17	1	0	0	3	2	0	2	23	2	0	2	0
	Transfer Native Spanish	3	1	1	5	3	1	1	5	1	2	5	8	0	2	4	4
Buckman	Arts	6	4	6	59	6	4	1	14	13	4	14	84	13	4	10	16
Creative Science	Focus	17	7	29	187	17	7	4	39	16	5	69	146	16	5	29	23
DaVinci	Arts	16	3	95	289	16	3	39	96	14	3	93	315	14	3	68	71
Hayhurst-Odyssey	Focus	9	2	10	135	9	2	4	31	12	0	10	115	12	0	9	15
Richmond - Japanese Immersion	Native English	14	2	4	65	14	2	2	34	17	1	3	66	17	1	3	33
	Native Japanese	4	0	0	5	4	0	0	5	3	0	4	7	3	0	4	7
Roseway Heights - Vietnamese Imm	Native English									0	0	1	4	0	0	1	5
	Native Vietnamese	0	0	3	14	0	0	4	18	0	1	9	4	0	1	9	4
Sunnyside	Focus	7	0	1	6	7	0	0	5	0	0	2	5	0	0	3	7
Winterhaven	Focus	18	2	14	212	15	2	9	37	17	2	36	257	17	2	21	25
Woodstock - Spanish Immersion	Neighborhood Native English	13	0	2	19	13	0	1	12	13	0	2	14	13	0	2	9
	Neighborhood Native Chinese	3	2	0	11	3	2	0	0	0	0	1	1	0	0	1	1
	Transfer Native English	6	0	2	11	6	0	1	0	3	0	2	17	3	0	2	1
	Transfer Native Chinese	2	3	17	13	2	3	8	5	1	1	22	5	1	1	17	4
<b>TOTAL</b>		<b>142</b>	<b>29</b>	<b>185</b>	<b>1181</b>	<b>136</b>	<b>28</b>	<b>74</b>	<b>340</b>	<b>139</b>	<b>20</b>	<b>285</b>	<b>1193</b>	<b>138</b>	<b>20</b>	<b>193</b>	<b>245</b>



# Board of Education Informational Report

## **MEMORANDUM**

**Date:** June 16, 2015

**To:** Board of Directors

**From:** Richard Gilliam, Office of School and Family Partnerships, Director

**Subject:** Jefferson Enrollment Balancing Resolution-Outreach

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In February 2013 the Board passed Resolution No. 4718 relating to Jefferson PK-8 Enrollment Balancing. As part of Resolution 4718, the Board has directed the Superintendent or staff to provide status updates in the fall and spring of each year for the first 3 years, to monitor progress on the implementation of that resolution. This year, as part of the work plan that was developed in the summer of 2014, the Board requested a single written report as an update to satisfy the requirements of that Board directive.

### **Jefferson Cluster – School Outreach and Programing**

#### **Background**

In 2011 the PPS Board set enrollment balancing priorities across the district focused on schools that were historically below district target sizes. The problem of low student capture rates in the Jefferson Cluster created a negative image and a loss of stable resources across cluster schools. These issues precipitated the necessity for a robust community engagement process with Jefferson families.

In the summer of 2012, PPS commenced a very structured community outreach campaign for the eight schools in the cluster: Beach, Boise/Eliot/Humboldt, Chief Joseph, Faubion, King, Ockley Green, and Vernon. During that process, more than 30 public meetings were held, with input from over 1000 community voices. This outreach campaign to Jefferson families during 2013, was extremely instructive to PPS, and provided a blueprint for PPS staff to address complicated issues in an informed and collaborative manner. The process also identified important priorities for the Jefferson community regarding enrollment balancing.

One of the most clear, and compelling priorities identified by Jefferson families in 2013 was for the district to invest in working at the grassroots level to build the capture rate in their respective schools. Accordingly, in August of 2013, (PPS complied with the recommendation of the Jefferson community), and hired a staff person dedicated to addressing both the community's request, and the Board's directive to work in collaboration with Jefferson school communities to support growth and family outreach. The position created to address these issues, the Jefferson

Cluster Outreach Coordinator (JCOC), began work with those neighborhood schools to create, and implement marketing and outreach strategies.

In the first year of the Jefferson enrollment balancing work, during the 2013-2014 school year, the JCOC made significant progress working with Jefferson families on outreach activities, promotion and marketing of their neighborhood school, and building quality partnerships between cluster parents and PPS.

Some of the most notable outreach work resulted in the development, community involvement, and launching of the King School Mandarin program. This outreach was focused on ensuring that all King families were knowledgeable about this opportunity. Through outreach to the Albina Head Start, PPS was able to ensure that historically underserved families participated in this important immersion program, with development of a Mandarin immersion transition camp to support incoming students and families. The Jefferson outreach work also resulted in the marketing and implementation of Confucius Classrooms. In addition, the first year's work developed a coordinated cluster strategy of organizing listening sessions with the respective PTA's. This work has proven to be an important bridge in continuing the channels of dialogue, with respective Jefferson cluster communities, originating from the January 2013 enrollment balancing community discussions. Please see attached data.

Other outreach included work with the BEH community regarding the community engagement process for a name change. The JCOC worked with the BEH site council to educate them on the requisite board policy on the name changing process. In conjunction with PPS Communications, the JCOC helped develop appropriate outreach materials for community engagement, and met individually with community members for increased involvement, including the BEH families.

Enrollment stabilization is one of the primary goals of the Jefferson enrollment balancing resolution. An analysis of enrollment figures during the time period from the initial engagement of the Jefferson community and subsequent passage of Resolution 4718 (2012-2013), thru 2014-2015 offers a few examples of the progress in this area:

	<b>2012-13</b>	<b>2014-2015</b>
<b><u>BEH</u></b>	535	540
<b><u>Faubion</u></b>	454	511
<b><u>King</u></b>	312	370
<b><u>Woodlawn</u></b>	439	443

Another great example of progress in this area is Jefferson High School. In the first year of the Jefferson outreach work, 2013-2014, their enrollment climbed by 50 students from 441 to 511. The target enrollment for JHS, as a focus, or non-comprehensive high school is 450 to 600 students. Although it is recognized many factors contributed to this positive outcome, the outreach work was a positive factor.

## **Jefferson Cluster Outreach: Year 2 (2014-2015)**

The JCOC has moved to become the Director of School and Family Partnerships (SFP), and has committed to continue this work. Through a reconfiguration of his department's work, an experienced Coordinator from SFP was assigned to the Jefferson cluster exclusively to continue this work, under close direction.

The 2014-2015 Jefferson outreach work, like the 2013-2014 work, was at its core relational, and designed to increase the capacity (through trainings and other vehicles such as major events) of Jefferson families to advocate, organize their fellow parents for increased school involvement, information sharing, outreach event planning, and marketing of their schools to their neighborhoods. Some of the activities undertaken by the Office of School and Family Partnerships in support of the Jefferson Cluster Enrollment Balancing resolution are as follows:

Parent Academy - Jefferson Cluster *Beyond Diversity* training for parents – 15 -20 parents in attendance.

Nobel Laureate Dr. Rigoberta Menchu Tum Event – over 2000 people in attendance.

Organization and coordination of monthly Jefferson Cluster family engagement sessions with community partners.

Restorative justice listening sessions at Ockley Green and Jefferson.

Parent Academy Workshop - Understanding Challenging Behavior at NAYA - 15 -20 parents in attendance.

Parent Academy Workshop - Unpacking Special Education at NAYA - 15 -20 parents in attendance.

Parent Academy – SEI *Common Core and Smarter Balanced* workshop for families 15 -20 parents in attendance.

Tabling at SEI Parent Night and Showcase event – 80 – 100 parents in attendance.

Partnering with the Jefferson cluster family engagement community partners to have them reach out to their families that have students that participate in their afterschool programs.

Black Family Nights at Ockley Green, Beach and Woodlawn 10 – 20 parents in attendance.

Outreach to all the principals in the Jefferson cluster to provide support with the Successful Schools survey.

Discussion and distribution of Successful School surveys materials to various community businesses in the Jefferson cluster.

Parent engagement at Woodlawn.

Another area of activities in support of the Jefferson Cluster enrollment balancing resolution is the work that is being done with male mentoring. This aspect of the work is focused on sustained leadership development with the students on a weekly basis. They are given study topics, and are part of facilitated discussions on such topics as academic achievement, and social/personal responsibility. The young men were also part of a learning experience at Intel, Corp. Through consistent mentoring of young men at Boise Eliot Humboldt, Ockley Green, and Jefferson High School, parents have taken note of the consistently positive experiences of their students with PPS, and have been more receptive to outreach efforts in support of the larger goals of the resolution.

Additionally, a major focus of outreach work in the Jefferson cluster during the 2014-2015 year has been the Successful School Survey. A joint effort headed by the Office of Community Involvement and Public Affairs, but involving the Departments of DLL, ESL and TIS, and the Office of School and Family Partnerships focused on distribution, and outreach to PPS families a survey to find out how to make their school better. SFP organized event specific opportunities at SEI, Woodlawn, Ockley Green, Chief Joseph, Jefferson High School, and Beach in support of the survey. The Successful Schools survey represents an important lesson learned during the original discussions with the Jefferson community back in the Winter/Summer of 2013: It is crucial that PPS does due diligence to listen to the voices of the Jeff community, on how to make the Cluster/Schools better. A necessary element of achieving this goal is asking parents, authentically, what their opinion is.

### **Jefferson Cluster Outreach: Year Three (2015-2016)**

The most important task immediately relating to the work of implementing the Jefferson Cluster Resolution for Year 3 will be the hiring a new JCOC. It desired that the successful candidate will be trained during the summer of 2015, and be in place upon the commencement of the 2015-2016 school year.

The JCOC will be part of the staff of the Department of School and Family Partnerships, and will build on the relationship/capacity building continued in year 2 by SFP. Additionally, the programmatic work of the previous years must be sustained. It is important that the new JCOC embrace the concept of the continuum of the work.

In that regard, the JCOC will continue to work closely with CIPA to coordinate/distribute quality marketing materials to cluster schools, and be the point person for School and Family Partnerships in the Successful Schools Survey work. Additionally, the outreach work will be more proactive in its attempt to involve more families in STEM related activities, and additional opportunities for hands on learning.

King October 2014 Enrollment Data with Immersion Details

Name	Enrollment By Grade										Total
	PK	KG	01	02	03	04	05	06	07	08	
King	20	36	34	44	38	39	30	28	20	22	311
King Mandarin Immersion	29	30									59
<b>King Total</b>	<b>20</b>	<b>65</b>	<b>64</b>	<b>44</b>	<b>38</b>	<b>39</b>	<b>30</b>	<b>28</b>	<b>20</b>	<b>22</b>	<b>370</b>

Name	School Program	Hispanic		Not Hispanic Ethnicity and							Multiple Race	PK-12 Total				
		Any Race	African American	Asian Race	Native American	Pacific Islander	White Race									
King	Neighborhood Program	109	35.0%	144	46.3%	1	0.3%	2	0.6%	4	1.3%	27	8.7%	24	7.7%	311
King	Mandarin Immersion	10	16.9%	26	44.1%	3	5.1%		0.0%	1	1.7%	10	16.9%	9	15.3%	59
<b>King Total</b>		<b>119</b>	<b>32%</b>	<b>170</b>	<b>46%</b>	<b>4</b>	<b>0.011</b>	<b>2</b>	<b>1%</b>	<b>5</b>	<b>1%</b>	<b>37</b>	<b>10%</b>	<b>33</b>	<b>9%</b>	<b>370</b>

Name	SpEd	TAG		LEP		Gender		12 Total		
		#	%	#	%	F	M			
King	Mandarin Immersion	8	14%	1	2%	6	10.2%	51%	49%	59
King	Neighborhood Program	41	13%	11	4%	71	22.8%	53%	47%	311
<b>King Total</b>		<b>49</b>	<b>13%</b>	<b>12</b>	<b>3%</b>	<b>77</b>	<b>21%</b>	<b>53%</b>	<b>47%</b>	<b>370</b>

High School	Neighborhood	King Mandarin Immersion	King	Total	
Jefferson / King			17	184	201
Jefferson / Grant			8	31	39
Jefferson / Roosevelt			11	21	32
Roosevelt			8	21	29
Jefferson / Madison			6	19	25
Grant			1	18	19
Madison			4	10	14
Franklin			2	5	7
Cleveland			2	2	4
<b>Total</b>			<b>59</b>	<b>311</b>	<b>370</b>





## Board of Education Informational Report

### **MEMORANDUM**

**Date:** June 23, 2015  
**To:** Members of the Board of Education  
**Thru:** Carole Smith, Superintendent  
**From:** Tony Magliano, Chief Operating Officer  
**Subject:** Kellogg School Re-Opening for District Use

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### **PURPOSE**

The purpose of this Memorandum is to provide the Board of Education with an informational overview of the Superintendent's plan to begin making major repairs and tenant improvements to Joseph Kellogg School in an effort to support future program needs for grades K through 8 in outer Southeast Portland.

### **BACKGROUND**

Kellogg School was in use as a middle school through the spring of 2007. The school was closed as part of the District's K-8 reconfiguration process. Since its closure, it has been used as an AP testing site, a venue for district continuing education programs, community use, and furniture storage.

The school, constructed in 1917, has a total of 90,105 square feet. The facility contains 39 classrooms, two full sized gymnasiums - one with bleachers and a formal stage, two science labs, a cafeteria and an industrial arts room.

Although the school most recently functioned as a middle school, it also once operated as an elementary school and has some facilities to accommodate younger students in the building annex. The annex will require the installation of additional restrooms to allow it to function in comparative fashion to other district elementary facilities.

The site is 6.36 acres with a parking lot for 67 vehicles, an asphalt play area, two ball fields and a large soccer field. The site does not currently have a play structure or equipment for younger children.

This is the sixth straight year of increased PK-12 enrollment in Portland Public Schools. Larger cohorts of students are advancing through elementary grades which will result in

greater enrollment in middle and high school grades in the coming years. Longer-range forecasts expect approximately 6,000 additional students to be enrolled in PPS schools by the year 2025.

During the 2013-14 school year, a group of regional administrators and staff from facilities, enrollment, Head Start and dual language worked together to identify potential solutions to capacity needs in outer Southeast Portland. The main issues addressed the following:

1. Bridger, Harrison Park, Lent and Kelly schools are crowded now (above 100% utilizations, or more teachers than classrooms). Boundary change can only resolve this issue if there is available space at nearby schools.
2. Other nearby schools (Woodmere, Whitman, Marysville, Atkinson, and Creston) are not as crowded, but their buildings are small and there is little or no space to add more students through boundary change or to add a Dual-Language Immersion or Head Start Program.
  - i. The preferred model for Dual Language is two-sections per grade level. Even if half the dual-language population is from the school's neighborhood, a building will need 6 or 9 available classrooms over time to house a full K-5 or K-8 program.
  - ii. A building needs approximately 4 available classrooms to adequately house PPS' preferred Head Start model: one-to-two classrooms for students, plus spaces for large motor activity, family services and administration.

Two potential uses for Kellogg were discussed:

1. A new home for two or more non-neighborhood programs, such as Dual Language programs (Russian, Vietnamese, etc.), Creative Science and ACCESS. These moves would free up significant space for boundary changes as well as Head Start expansion at Kellogg or other schools.
2. A neighborhood middle school. Re-opening as a middle school would necessitate reconfiguration of 3 to 4 K-8 schools (likely to include Bridger since Kellogg is located within that school's attendance area), which would also allow room for boundary changes, DLI and Head Start expansion.

Both types of changes were acknowledged to have system-wide impacts. Therefore, additional discussion/analysis was deferred to the District-wide Boundary Review. Since then, the situation has remained largely the same at all the schools in the region: Either very crowded now or full enough there is not enough space to support boundary change or program expansion. DLI expansion for Mandarin and Vietnamese has been deferred. The majority of emerging bilingual students in those languages reside in SE Portland, but there are no schools in the region with sufficient program space. Head Start is shifting the program co-located at Creative Science

School to Lane Middle School to avoid overcrowding at CSS. Meanwhile, crowding at Kelly, where neighborhood, immersion and Head Start are all co-located, remains unresolved.

In order to be prepared to support the educational needs of our students by providing adequate space to conduct academic instruction, staff has recommended to the Superintendent that we begin preparing the Kellogg building now.

## **BUDGET IMPLICATIONS**

The plan to reopen Kellogg will be conducted in three phases. Phasing the work is the best approach because it spreads the cost of the work out over multiple years and gives sufficient time to complete the tremendous amount of work that must be accomplished.

Phase 1 (~\$550K) (May 2015 - September 2015) - Move district-wide meetings and training into the portion of Kellogg adjacent to the large gym and the Kellogg annex, upgrade the fire alarm system and install information technology infrastructure. This phase is required because district wide training can no longer be conducted at Marshall High School while it is occupied by Franklin and then Grant students.

Phase 2 (~\$TBD) (September 2015 - September 2016) - Replace the roof and mechanical system, and stop/remediate water intrusion into the original building. The purpose of this phase is to prevent further dilapidation and protect subsequent phase 3 interior improvements.

Phase 3 (~\$TBD) (September 2016 - August 2017) - Ready the remainder of the school for student occupancy. The purpose of this phase is to make interior and exterior improvements to support programmatic needs necessary to make the building ready to be occupied by students and staff.

The district will be required to apply for a Conditional Use Review (CU) with the City of Portland to re-open Kellogg for any K-8 school configuration. This is due to the City Planning and Zoning Code placing use limitations on school sites closed after five years. The interim uses listed above do not qualify as a school use under the code, so Phase I can proceed without a CU process.

PPS Planning and Asset Management staff will prepare the CU application and submit it in June 2015. The CU process takes approximately three months and will include an opportunity for public comment. Staff does not anticipate the CU review impacting the district's ability to make improvements or use portions of Kellogg for district-wide meetings and training.

Phase 1 funding was included in the FY15/16 budget. Phases 2 and 3 will be funded through the use of the Construction Excise Tax proceeds. Staff is also investigating opportunities to apply for grant funding through the Seismic Rehabilitation Grant Program (SRGP), energy reimbursements through the Energy Trust of Oregon, and other financial options.

## **RELATED POLICES/BOARD GOALS AND PRIORITIES**

Board Adopted Long Range Facilities Plan, “Guiding Principles” – The Long Range Facility Plan Advisory Committee developed goals and guiding principles acknowledging that the highest priority of our capital investments are those that will improve student achievement.

## **NEXT STEPS**

District staff will be working on construction estimates for phases 2 and 3 as well as the ongoing operational costs to be included as part of future budgeting and staffing processes. This would be expected to come before the Board of Education in time to support a school opening or whatever configuration or occupancy is deemed appropriate for the Fall of 2017.

With input from the District Wide Boundary Review process and analysis of current program needs, staff must develop a programming recommendation to the Board of Education for an anticipated opening of the school for the Fall of 2017.